The MISSOURI PLANNING COUNCIL For DEVELOPMENTAL DISABILITIES
Region I: Albany Needs Assessment

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Report Prepared For:
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PREFACE

The Missouri Planning Council for Developmental Disabilities is a federally-funded, 23-member consumer-driven council appointed by the Governor. Public Law 106-402 mandates the Council to plan, advocate for, and give advice as to programs and services for persons with developmental disabilities to increase their opportunities for independence, productivity, and integration in to communities. The Council's mission is to support communities to include all persons with developmental disabilities in every aspect of life.

The Missouri Planning Council provides partial funding for Regional Advisory Councils across the state. Regional Councils provide grassroots planning and advocacy for improving supports and services for persons with developmental disabilities. This includes serving as an advisory body for the Missouri Department Mental Health, and Division of Mental Retardation and Developmental Disabilities' eleven Regional Centers across the State of Missouri.

In partnership with the Regional Councils, the Missouri Planning Council administered a written survey questionnaire and conducted a series of focus groups throughout the State to facilitate a better understanding of strengths, as well as barriers that self-advocates and families face, in accessing programs, services, and other supports necessary to achieve independence, productivity, and integration in to community life. What is learned from the focus groups and the survey results will assist in the Missouri Planning Council and Regional Councils in their long-range planning and advocacy efforts.

The Missouri Planning Council also wishes to express its gratitude for the assistance of other entities and organizations, committed to serving Missourians with developmental disabilities, in the needs assessment process.

INTRODUCTION

Table 1: Counties

County	# of Returns
Andrew	-
Atchison	1
Buchanan	17
Caldwell	3
Clinton	5
Daviess	1
Dekalb	3
Gentry	5
Harrison	1
Holt	-
Nodaway	6
Worth	4

In each of the eleven MRDD Regions in Missouri people with disabilities and their families answered written surveys about different aspects of their life. This included employment, housing, recreation, and education to name a few. These surveys were conducted in all of the counties in Missouri. Table 1 lists the counties in the Albany Region and the number of returns that were received from each county. Table 2 represents the MRDD Regions.

Table 2: Regions
Region I: Albany - Council on DD
Region II: Kirksville - Planning and Coordinating Council for DD
Region III: Hannibal - DDA Council of Missouri
Region IV: Kansas City - Metropolitan Council on DD
Region V: Joplin - Council on DD
Region VI: Springfield - Council on DD
Region VII: Rolla - Council on DD
Region VIII: Poplar Bluff - Disability Council of the Ozarks
Region IX: Sikeston: Regional Council on DD
Region X: Central Missouri - Council on DD
Region XI: St. Louis - Gateway Regional Advisory Council

Written Survey Respondents:

The majority of the respondents in the Albany Region were family members (69.6%). There were 14 responses from persons with a disability (30.4%). All 46 who participated in the survey responded to the question *I am a: family member or persons with disability*. Figure 1 presents these findings.

The majority of the respondents received services from the Division of Mental Retardation/Developmental Disabilities (76.1%). Slightly more than 23% did not receive these services. Of the 46 participants that returned the survey all of the respondents indicated whether they *received or didn't receive* services from MR/DD. (See Figure 2.)

Figure 1: Written Survey Respondents
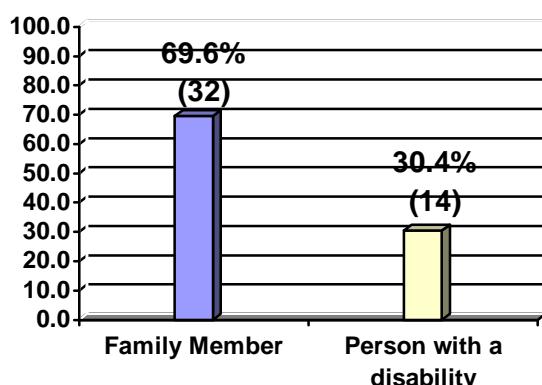
Figure 2: Respondents Receiving Services
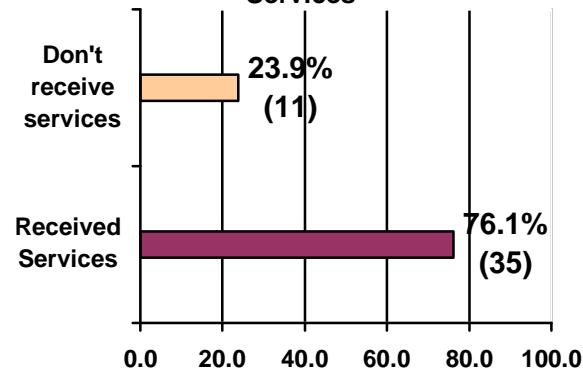
Missing =0

Missing=0

Focus Group Respondents:

In addition to the written surveys, 14 focus groups were held in the Region I area. There were 103 individuals who participated in the focus groups, 23% (24) were individuals with a developmental disability, and the other 77% (79) were family members. Over two thirds (71%) of the focus group participants received services. The following summarizes the results of both the written surveys and the focus groups.

EMPLOYMENT ISSUES

Survey respondents were asked to rank where adults with disabilities work/live in the community. The options were (1) non-employment situations; (2) sheltered employment; (3) community employment with paid supports; and (4) regular job in the community. (See Table 3.)

Table 3. Most and Least Likely Place to Work

Item	Non-Employment Situation	Sheltered Employment	Community Employment with Paid Supports	Regular Job in the Community
Where do adults with disabilities work/live in your community	1 (51.5%)	11 (33.3%)	0 (-)	5 (15.2%)
Where do adults spend the Least amount of time	8 (28.6%)	5 (17.9%)	3 (10.7%)	12 (42.9%)

The respondents were also asked whether the different types of employment opportunities were (1) inadequate; (2) fair; (3) good; or (4) excellent. Table 4 presents the findings. Of the four employment options, sheltered employment services were rated as most adequate (mean of 2.32), and regular jobs in the community were rated as least adequate (mean of 1.73).

Table 4. Adequacy of Employment Settings

Item	Inadequate	Fair	Good	Excellent	Mean
Regular job in the community (15)*	8 (53.3%)	3 (20.0%)	4 (26.7%)	0 (-)	1.73
Community Employment with paid support (32)*	15 (46.9%)	8 (25.0%)	7 (21.9%)	2 (6.3%)	1.88
Sheltered Employment (34)*	9 (26.5%)	11 (32.4%)	8 (23.5%)	6 (17.6%)	2.32
Non-employment situation (33)*	11 (33.3%)	8 (24.2%)	8 (24.2%)	6 (18.2%)	2.27
*Scale: 1=Inadequate....4=Excellent *Total number responding*					

Figure 3 reflects respondents rating of the opportunities for regular or supportive employment for people with disabilities in their community. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for employment in the community was seen as *fair* to *inadequate* by 84.6% of those who responded to the question.

Figure 3. Regular or Supported Employment Opportunities

Rating	Value	Percent
Excellent	43	(7.2%)
Good	127	(21.4%)
Fair	172	(29.0%)
Inadequate	252	(42.4%)
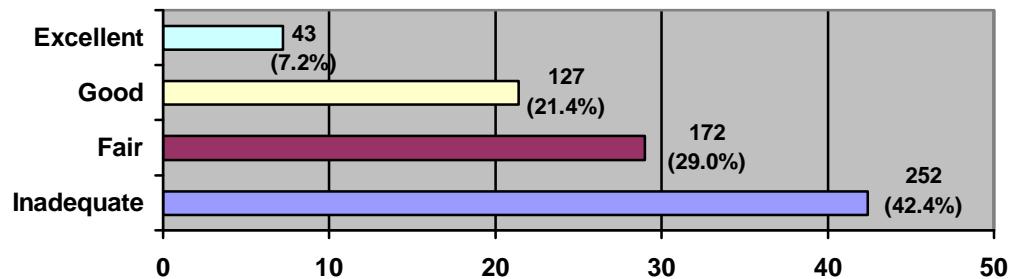
Employment Focus Group Discussion In Region I:

Focus group participants from Region I were asked to discuss the issues they have with employment, including: 1.) problems and challenges they have experienced in getting employment, and 2.) help and support they need to gain employment. Issues concerning employment are in detail below.

Employment Problems and Challenges:

The focus group participants in the Region I Council on Developmental Disabilities area discussed the problems they have experienced related to employment. One of the top themes for the participants was the fact that there are *few or no job opportunities* (28 comments). Illustrative comments related to employment challenges are provided in detail in the section below. Top themes related to employment are provided in detail in Figure 4.

**Figure 4
Employment Challenges/Problems -
Region 1 Albany**

Challenge/Problem	Frequency
Few or no job opportunities	28
Employer perceptions, attitudes, and lack of understanding	22
Lack of access to transportation issues	7
Lack of employer supports, including accessibility and accommodations	7
Concern with capacity of employment provider agencies/system	3

4
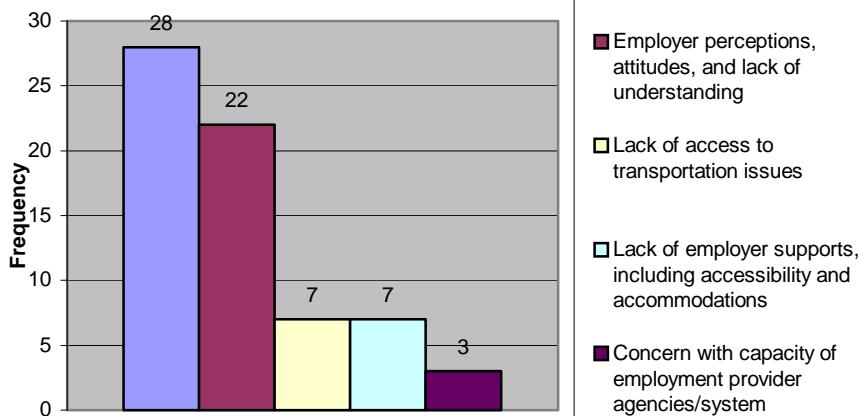
Few or No Job Opportunities (28 comments):

The focus group participants stated that there *doesn't seem like there are many jobs.* Others stated that there are *no jobs.* Focus group participants stated that *there is a need* [for jobs] *for those who don't qualify for workshops.* The lack of job opportunities in the focus group participant's locality was also discussed by participants in the focus groups. These comments included:

- *Not many jobs to choose from in Worth County.*
- *Availability of jobs for persons with disabilities is not adequate in Worth County.*
- *My daughter isn't old enough, but I already know there aren't any jobs in Worth County.*
- *One participant doesn't believe there are jobs for the disabled in Daviess County.*
- *There are no jobs for disabled people and if there are jobs, there are very few. People want a person with disabilities to work for almost nothing.*

Employer Perceptions, Attitudes, Lack of Understanding (22 comments):

One persistent challenge for people with disabilities and their families with employment is that *people are not willing to hire people with disabilities.* One focus group participants stated *although local employers are sympathetic they are unwilling to offer jobs to people with developmental disabilities, even when the person has marketable skills.* Even with assistance, there is a lack of communication and understanding between employers and individuals with disabilities. These included:

- *Working with people with disabilities, I have noticed people have a tough time communicating with employers.*
- *Even with a job coach, there is a lack of communication with employers.*
- *There is a lack of understanding even with supported employment.*

Lack of Access to Transportation (7 comments):

Some of the focus group participants commented on the lack of transportation comments included:

- *No transportation;*
- *I would like restaurant work. Transportation is an issue.*

Lack of Employer Supports (7 comments):

The lack of employer supports, including accessibility and accomodations was also commented on by the focus group participants in Region I. One commented that a *person's needs aren't being met. I have seen people laid off at the workshop.* And another commented that *accessibility is problem* for many people with disabilities.

Employment Help and Supports:

Focus group participants in the Region I area also discussed the types of help and support they have received for employment. There were two types of help that focus group participants listed, *regular jobs obtained through typical supports* (10 comments) and *help from sheltered*

workshop (9 comments). Illustrative comments about these two employment support themes are included in detail in the section below. The related themes are provided in detail in Figure 5.

Figure 5
Employment Help/Support - Region 1 Albany

☐ Sheltered workshop employment.

☐ Regular jobs obtained through typical supports.

53%   47%

Sheltered Workshop Employment (10 comments):
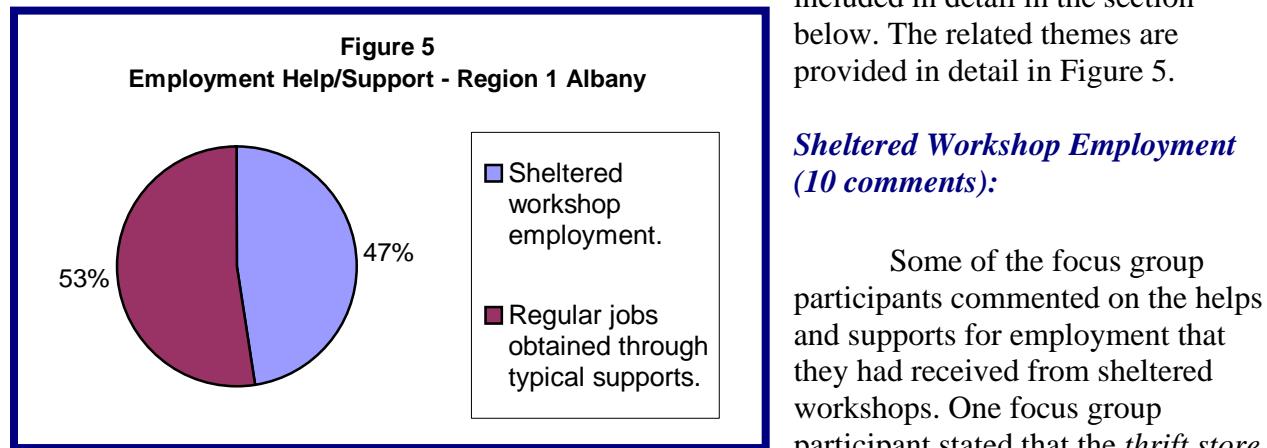
Some of the focus group participants commented on the helps and supports for employment that they had received from sheltered workshops. One focus group participant stated that the *thrift store in Maryville run by Sheltered Workshop is a great idea.* Another talked about their family member *my uncle worked at a Sheltered Workshop and seemed to like it.*

Regular Jobs Obtained Through Typical Supports (9 comments):

Focus group participants have obtained help and support with regular jobs obtained through typical supports, one boy *got to do a work program for four hours.* Another focus group participant talked about their family member, *our son turned 16 years old today. He works at Raines one day a week. They are going to give him more time. He started at one hour per week, and now he is up to one day a week.*

RESIDENTIAL SETTING ISSUES

The next section examined was residential settings. The respondents were asked to identify where people with disabilities in their community were most likely to live: (1) a place of their own; (2) at home with family and friends; (3) group home; or (4) large segregated facilities. The majority (50.0%) noted that most were likely to live at home with family or friends. People with disabilities were least likely (5.6%) to live in large segregated facilities. Only (8.3%) noted that people with disabilities live in a place of their own. (See Table 5.)

Table 5. Most and Least Likely Place to Live

Item	Place of their own	At home with family/friends	Group home	Large segregated facilities
Where most likely to live	3 (8.3%)	18 (50.0%)	13 (36.1%)	2 (5.6%)
Where least likely to live	13 (37.1%)	2 (5.7%)	6 (17.1%)	14 (40.0%)

The availability of residential settings was assessed on a four-point scale: (1=Not Available…4=Very Available). Of those who rated the availability of a *place of their own* (40), 30.0% responded as *not available*, while 55.0% indicated that they were *somewhat available.*

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The most available residential setting was *at home with family/friends* (mean 2.95*),* with *group homes* being the next most available (mean 2.34*).* Few respondents (6.3% of 32) indicated *large segregated facility* as being available. (See Table 6.)

Table 6. Availability of Housing/Living Settings

Item	Not available	Somewhat available	Most available	Very available	Mean
Place of their own (40)*	12 (30.0%)	22 (55.0%)	3 (7.5%)	3 (7.5%)	1.93
At home with family/friends (41)*	3 (7.3%)	10 (24.4%)	14 (34.1%)	14 (34.1%)	2.95
Group home (35)*	8 (22.9%)	12 (34.3%)	10 (28.6%)	5 (14.3%)	2.34
Large segregated facilities (32)*	23 (71.9%)	5 (15.6%)	2 (6.3%)	2 (6.3%)	1.47
*Mean: 1=Not available…4=Very available *Total number responding*					

Figure 6 shows how respondents rated the opportunities for community-based housing/living options. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based housing/living was rated as *fair* (50.0%), or *inadequate* (36.8%) by over 85% of the respondents.

Figure 6. Community-Based Housing/Living Opportunities

Excellent	2.6% (1)	
Good	10.5% (4)	
Fair		50.0% (19)
Inadequate	36.8% (14)	
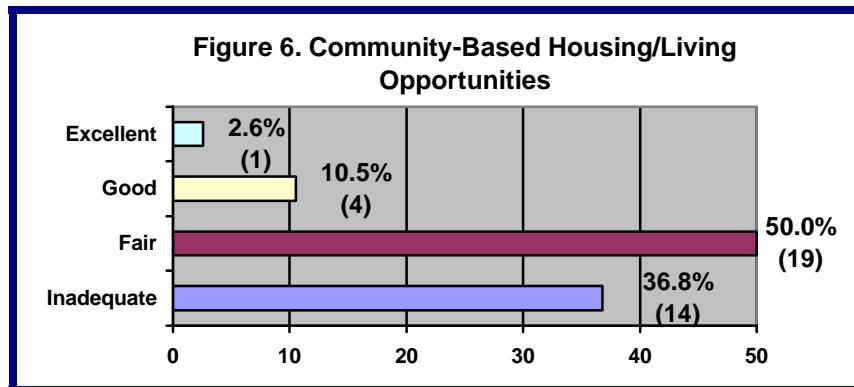
Housing Focus Group Discussion In Region I:

The focus groups in Region I discussed issues related to housing such as 1.) Problems and challenges experienced in finding a place to live; and 2.) Helps and supports received for housing. Housing related issues discussed in the focus groups in Region I are presented below.

Housing Problems and Challenges:

Many of the focus group participants had experienced problems and challenges trying to obtain housing. One common theme from the focus groups related to the *lack of accessible, affordable, and safe housing in the community* (44 comments). Illustrative comments are related to the top themes in problems and challenges are provided in detail below. Housing themes are presented in detail in Figure 7.

Figure 7.
Housing Problems/Challenges - Region 1 Albany

Legend:
- Lack of accessible, affordable, safe housing in the community.
- Concerns of aging parents-if they can no longer care for son or daughter, what will happen?
- Challenges of living on one's own in the community.
- Need more resources for more group homes and ISLs.
- Long waiting lists for HUD housing and other community programs.
- Need more in-home supports and services.
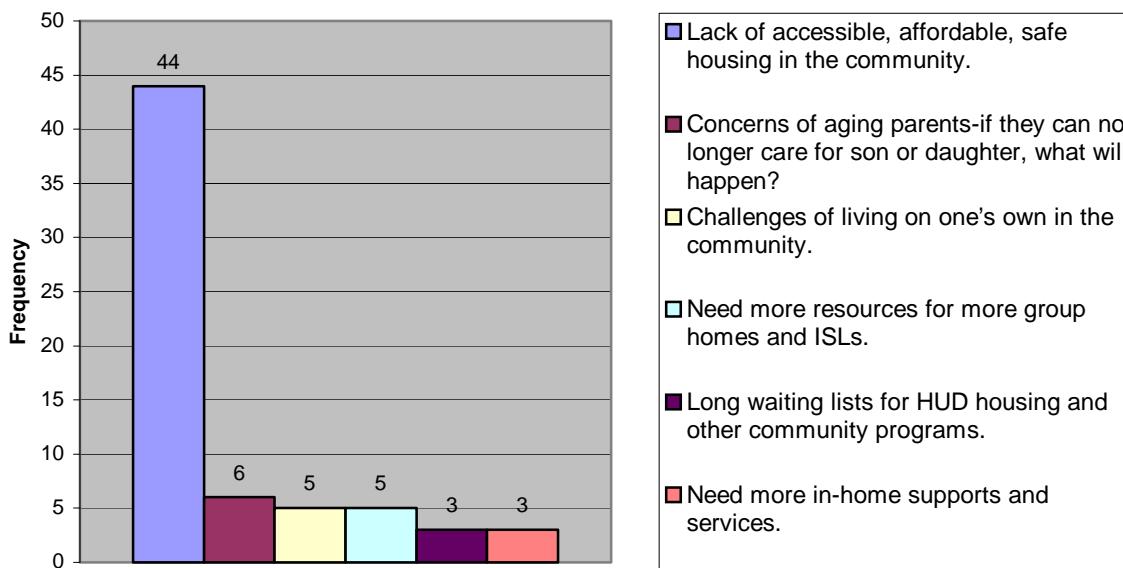
Lack of Accessible, Affordable, and Safe Housing (44 comments):

Focus group participants made several comments about the lack of accessible and affordable housing for individuals with disabilities. There is *not enough housing* according to several focus group participants. Another stated that *there seems to be little housing available outside of group homes.* Other comments related to the lack of affordable and accessible housing are provided in detail below.

No Affordable Housing: Affordable housing is a problem for many with disabilities. Often, housing is so expensive, that other utilities and necessities cannot be paid for sometimes this is because a *lot of the disabled are on fixed incomes and rent is too difficult to meet.* For example, *the cheapest* [housing] *we could find was $495 a month. Social Security is $600 a month. That doesn't leave much for utilities.* Another provided the example that *the cost of housing plus utilities is more than most people with disabilities have, especially like with this winter when heating costs are supposed to be so high.*

Housing is not Disabilities Accessible: People with disabilities have difficulty find disabilities accessible housing. One focus group participant stated *finding the right place to live that is accessible is challenging.* One focus group participant stated that *the landlords need to be accountable to make housing ADA accessible. They should pass a bill to enforce it.*

Housing Support and Help:

Supports and help that people have experienced for housing were also discussed in focus groups in Region I. Two support themes that emerged were related to *community organizations, neighbors, businesses, banks that have provided housing supports* (5 comments), and *persons living in their own homes in the community with generic or paid supports* (5 comments). Some illustrative comments related to housing support in Region I are provided in detail below. The housing support themes are presented in Figure 8.

Figure 8.
Housing Help/Support - Region 1 Albany

Legend:
- Community organizations, neighbors, businesses, banks, etc. that have provided housing supports.
- Persons living in their own home in the community with generic or paid supports.
- Persons living with family.
- Support from family with planning community housing options.
- Public programs, resources, and organizations that help with housing (i.e. HUD programs).
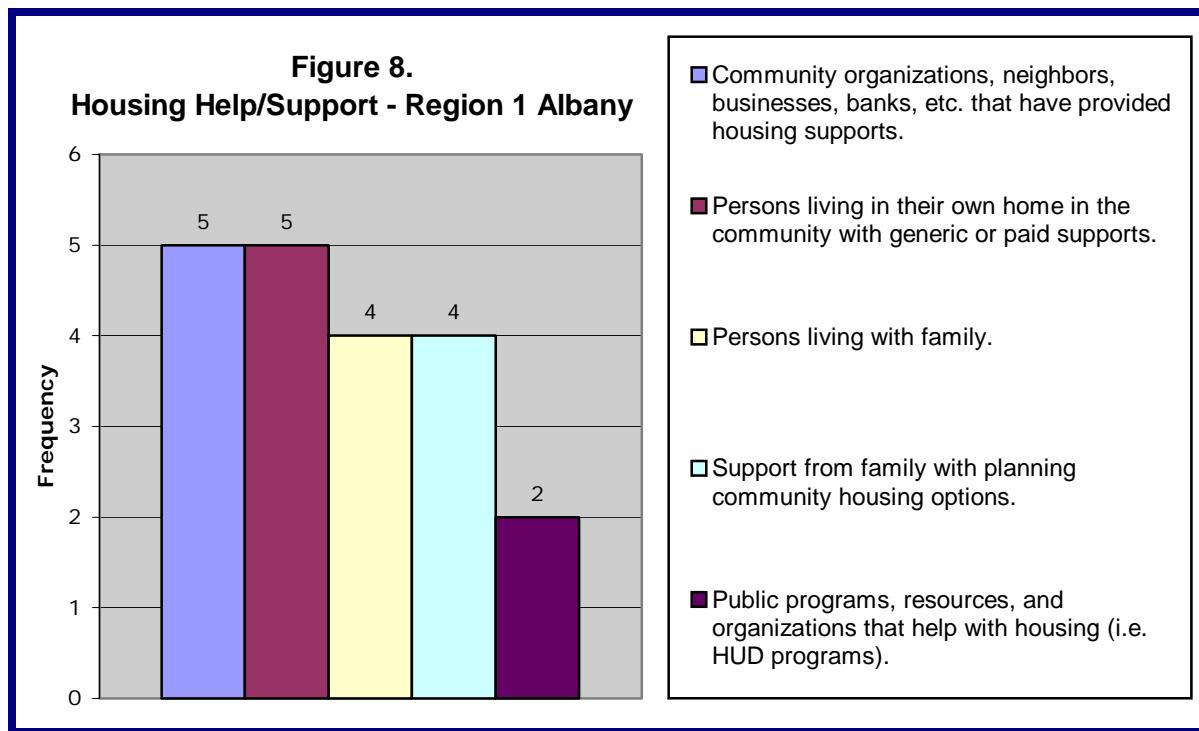
Community Organizations that Have Provided Housing Support (5 comments):

The comments made by focus group participants in Region I about housing supports from community organizations were related to the group home setting. These comments included:
- *Daughter lives in group home;*
- *Daughter lives in a private group home.*
- *[My family member] likes the group home he lives in.*

Persons Living in Their Own Homes in the Community (5 comments):

Some focus group participants *live in their own home* in the community with generic or paid supports. Comments related to this included the following:
- *I have my own place and it is accessible now.*
- *I have my own apartment in Maryville.*
- *I live in a low-income apartment. I like having my own place. It gives me independence.*
- *I live in a house by myself.*

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TRANSPORTATION ISSUES

The next area that was discussed on the survey was transportation issues. Four types of transportation were examined: (1) special transportation; (2) public transportation; (3) family and friends; and (4) self-transportation. Very few noted that people with disabilities in their community were likely to use self-transportation (2.9%). Most respondents reported that the most likely use was public transportation (57.1%). (See Table 7.)

Table 7. Most and Least Likely Transportation Choice

Item	Special Transportation	Public Transportation	Family and Friends	Self-transportation
How do people get around	3 (8.6%)	20 (57.1%)	11 (31.4%)	1 (2.9%)
Least likely	9 (28.1%)	4 (12.5%)	6 (18.8%)	13 (40.6%)

The adequacy of transportation options was assessed on a four-point scale (1=Inadequate… 4=Excellent). All four options were rated as *fair* or a little above *fair* by the respondents. Of those rating *special transportation*, over 50% rated it as *inadequate*. Of those who rated *public transportation*, over 55% felt it was either *inadequate* or *fair*. While *self transportation* received an overall rating of *fair* to *good*, 45.0% rated it as *inadequate* and 30.0% rated it as *excellent*. Table 8 presents the findings.

Table 8. Adequacy of Transportation

Item	Inadequate	Fair	Good	Excellent	Mean
Special transportation (31)*	17 (54.8%)	5 (16.1%)	5 (16.1%)	4 (12.9%)	1.87
Public transportation (36)*	8 (22.2%)	13 (36.1%)	14 (38.9%)	1 (2.8%)	2.22
Family and friends transportation (34)*	10 (29.4%)	8 (23.5%)	9 (26.5%)	7 (20.6%)	2.38
Self transportation (20)*	9 (45.0%)	2 (10.0%)	3 (15.0%)	6 (30.0%)	2.30
1=Inadequate…4=Excellent *Total number responding					

Figure 9 shows how respondents rated community-based transportation opportunities for people with disabilities. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based transportation was rated as *fair* (43.2%) or *inadequate* (35.1%) by over 78% of the respondents.
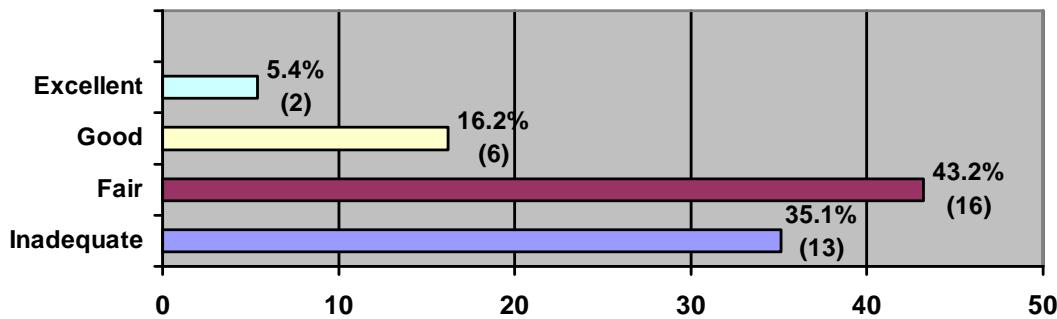
Figure 9. Community-based Transportation Opportunities

Excellent	5.4% (2)
Good	16.2% (6)
Fair	43.2% (16)
Inadequate	35.1% (13)

0   10   20   30   40   50

Transportation Focus Group Discussion in Region I:

Focus group participants in Region I discussed issues related to transportation including 1.) Problems and challenges, and 2.) Help and support received for transportation. Discussion of transportation issues as it relates to the focus groups conducted in Region I, are provided in detail below.

Transportation Challenges/Problems:

Focus group participants discussed some of the challenges and problems they have experienced trying to obtain transportation. One common theme among the focus groups was related to *availability and transportation options* (25 comments). Illustrative comments about the top common transportation themes from the focus groups are provided in detail below. Illustrative comments related to the top themes in transportation challenges are presented in detail in Figure 10.

Figure 10. Transportation Challenges/Problems Region 1 Albany

Frequency: 25, 4, 3, 3, 3
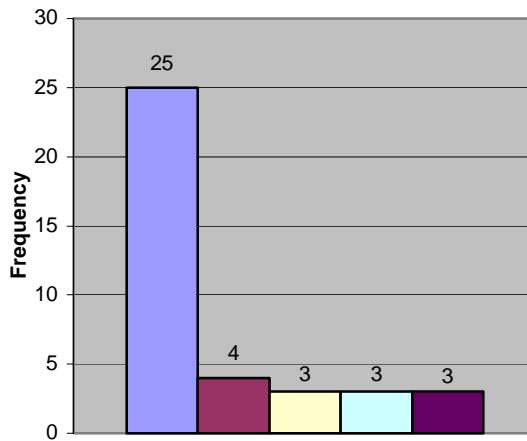
Legend:
- Availability and transportation options, especially in rural areas.
- Limited support training on DD for drivers and staff.
- Safe public transportation.
- Limited transportation schedules.
- Lack of reliable, consistent transportation services (e.g. arrive on time).

Availability and Transportation Options (25 comments):

Several focus group participants discussed the lack of availability of transportation, and options as it related to the Region I areas. One focus group participant stated that there were *a low number of disabled [people in the area], so it doesn't pay for public transportation to come here.* In one area, there is *no public transportation except for non-emergency medical, and you have to plan five days in advance.* One family member gave an example of the lack of transportation options in their area, *the only transportation that was offered to my four year old was the Vo-Tech bus that had high school kids on it.* Some family members do their own transportation because of the lack of options *we do the transportation because there isn't anything else.*

Transportation Help and Support:

Focus group participants in Region I discussed the types of help and support they had received for transportation. One of the common types of supports are *transportation resources offered through community agencies and organizations* (13 comments). Illustrative comments as they relate to the top common transportation help themes are provided in detail below. The common themes are presented in Figure 11.

Figure 11.
Transportation Help/Support -
Region 1 Albany

Legend:
- Transportation resources offered through community agencies and organizations.
- Family provides transportation supports.
- Various public transportation providers or collaborations.
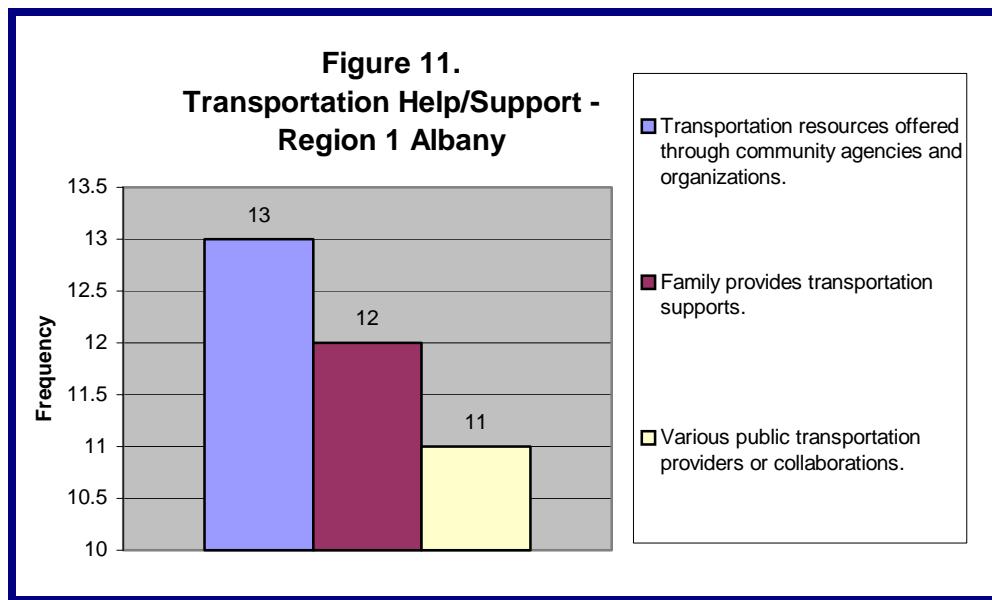
Transportation Resources Offered Through Community Agencies (13 comments):

Community agencies and organizations provide some transportation for people with disabilities in the Region I area. One focus group participant gave an example *Rockport had Maryville's Head Start bus bring children back over.* In one area *you can get taxi tickets for half price until 6 pm on Saturdays.* The *school bus* has been *very cooperative* for another family. A parent gave an example of how a community agency had helped them with transportation. *When my youngest child was diagnosed and we had to take her to Kansas City, First Steps paid the mileage.*

Family Provides Transportation Supports (12 comments):

Often, family and friends are responsible for providing transportation for people with disabilities. Illustrative of this are the following comments:
- *I take kids everywhere myself;*
- *My family does transportation;*
- *We take our daughter everywhere she needs to go;*
- *My family and friends take me, or I walk.*

Public Transportation Providers and Collaborations (11 comments):

In some areas in Region I, there are some public transportation providers. There are also different kinds of collaborations between different organizations, transportation providers, and parents to ensure appropriate transportation is available. In one Region I area, *the Sunshine bus transports to UCP, and maybe to the grocery store and some workshops*. One parent participating in a focus group gave the example that they *transport* [our child] *to school, and then the school found someone to take him home.* Another example from a focus group participant is that *you can use the OATS bus to go to doctor's appointments in St. Joseph and Kansas City*.

CHILDCARE ISSUES

Respondents were asked to identify the childcare option used most and least in their community by families who have a child with a disability. The childcare options given in the survey included: (1) regular childcare; (2) segregated or special childcare; and (3) family or friends. Most noted that *family or friends* were the *most likely* choice for childcare (71.4%). Few (21.4%) saw *regular childcare* as the *most likely choice*, and almost 67% saw *segregated or special childcare* as the *least likely choice*. (See Table 9.)

Table 9. Most and Least Likely Child Care Choice

Item	Regular childcare	Segregated or special childcare	Family or friends
Most likely childcare	6 (21.4%)	2 (7.1%)	20 (71.4%)
Least likely childcare	8 (29.6%)	18 (66.7%)	1 (3.7%)

The adequacy of childcare options was assessed on a four-point scale (1=Inadequate… 4=Excellent). The lowest rating was for *segregated childcare*, which received a mean rating of 1.31. Over three-quarters of the respondents rating this option, rated this setting as *inadequate*. The highest rating was for *family childcare* (mean of 2.89). Over two-thirds of those rating this option, rated this type of childcare as *good* or *excellent*.

Table 10. Adequacy of Child Care

Item	Inadequate	Fair	Good	Excellent	Mean
Regular childcare (33)*	13 (39.4%)	13 (39.4%)	7 (21.2%)	0 (-)	1.82
Segregated childcare (35)*	27 (77.1%)	6 (17.1%)	1 (2.9%)	1 (2.9%)	1.31
Family childcare (38)*	3 (7.9%)	8 (21.1%)	17 (44.7%)	10 (26.3%)	2.89
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 12 reflects how respondents rated the opportunities for community-based childcare for families with a child who has a disability. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based childcare for children with disabilities was rated as *inadequate* by 73.5% of the respondents, and *good* by 11.8%.
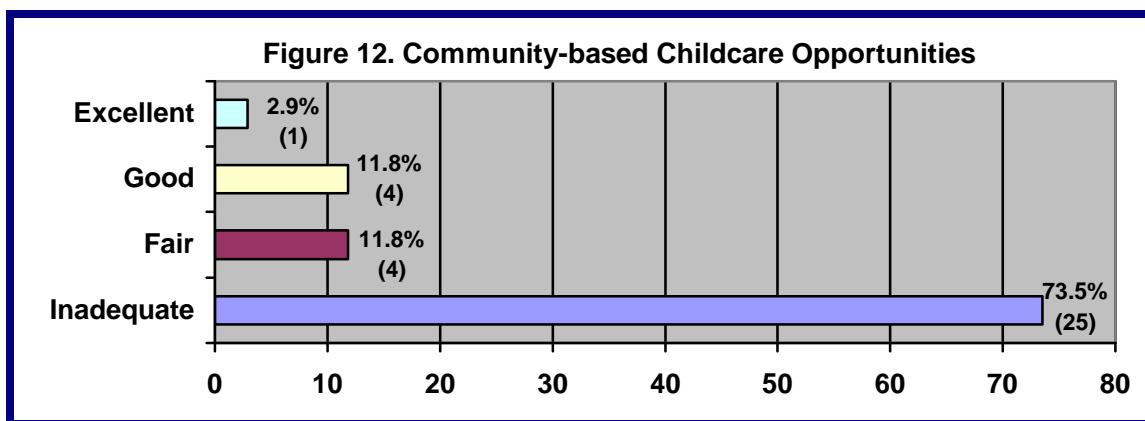
Figure 12. Community-based Childcare Opportunities

- Excellent: 2.9% (1)
- Good: 11.8% (4)
- Fair: 11.8% (4)
- Inadequate: 73.5% (25)

Childcare Focus Group Discussion in Region I:

Focus group participants discussed the problems and challenges they have experienced in trying to obtain childcare for their child with a disability. In addition, the focus groups also examined the types of childcare helps and supports available. This section presents the findings from focus groups in the Region I service area in detail.

Childcare Problems:

Participants in the focus groups conducted in Region I discussed the challenges and problems they experienced in trying to obtain childcare. One common theme that emerged from the focus groups was that there are *few or no options for childcare* (18 comments). (See Figure 13.)

Few or No Options for Childcare (18 comments):

Focus group participants felt there were no options for childcare for their child or children with disabilities. Several participants commented on how this lack of childcare has affected their families. One participant *commented we had to advertise for a private sitter because we couldn't find a provider. We have had to go into the community to advertise because no daycare provider is able to meet her* [the family member] *needs.*

We adjusted our schedules to enable us to get a provider. It is sad when you can't work because you can't find childcare. Another family has had to rely on family members. *There is not childcare for children with disabilities. Friends or family is all that's there, and if they can't baby sit, parents don't go.*

Figure 13.
Childcare Problems - Region 1 Albany

Legend:
- Few or no options for childcare.
- Lack of providers, or sitters with specialized skills to support kids with a disability.
- Reductions in childcare funding, services and/or programs.
- Lack of family/friends to provide childcare.
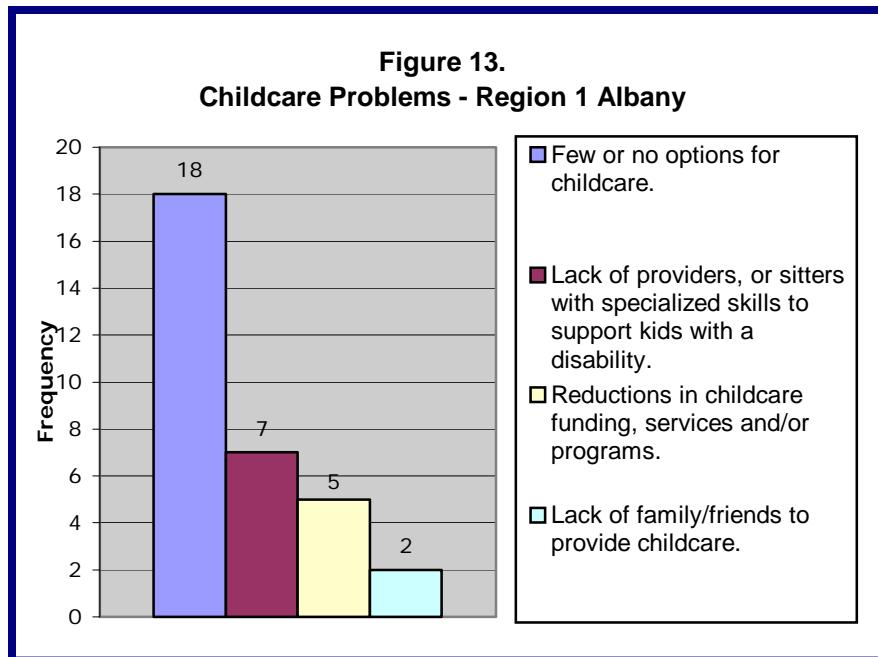
Lack of Providers with Skills (7 comments):

There are a lack of providers and babysitters with the skills to provide appropriate childcare for children with disabilities. One focus group participant stated that they *don't feel that the daycares in town have training to deal with children who have disabilities.* Another found there was a lack of babysitters with skills, because *traditional babysitters are restricted due to challenges associated with the disability.*

Childcare Help and Support:

The types of childcare helps and supports that people in Region I have received were also discussed in focus groups conducted throughout the area. One common system of support for childcare is through *family and friends* (24 comments). Illustrative comments related to the top themes are provided below. Common childcare help and support themes from the focus groups are presented in Figure 14.

15

Family and Friends Assist with Childcare (24 comments):

A common childcare support, according to focus group participants, is through family or friends. One focus group participant stated that *a lot of people around here have family do childcare.* One parent stated that *their mother-in-law was an ex-teacher and she babysat for [our] son.* Another had *grandparents and a brother* that would baby sit for their family member. Other comments related to childcare assistance from family and friends are below.

- *Grandma used to baby sit.*
- *I have family to fall back on.*
- *When my daughter was younger there was no one available to watch her except my other children.*
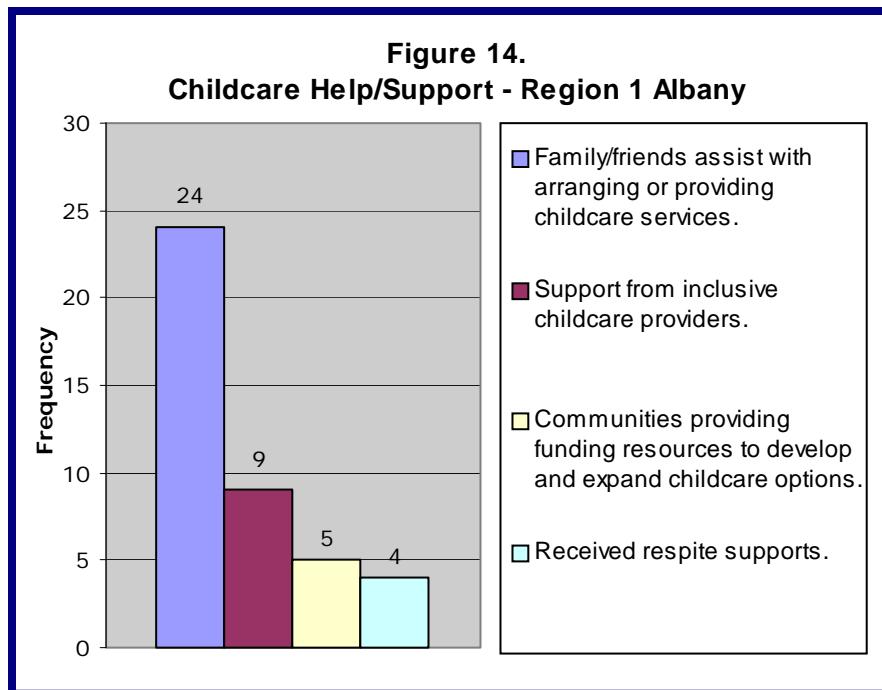
Figure 14.
Childcare Help/Support - Region 1 Albany

Legend:
- Family/friends assist with arranging or providing childcare services.
- Support from inclusive childcare providers.
- Communities providing funding resources to develop and expand childcare options.
- Received respite supports.

Frequency values: 24, 9, 5, 4

EARLY INTERVENTION SERVICE ISSUES

The next section of the survey examined issues related to early intervention programs or services. The programs that the survey focused on were: (1) First Steps; (2) special needs pre-school; (3) Head Start; (4) regular pre-school; and (5) therapies. *First Steps* was indicated as the *most likely* to be used by 44.0% of the survey respondents. *Regular pre-school* was identified as *least likely* to be used by 44.0% of the respondents.

Table 11. Most and Least Likely Early Intervention Service Choices

Item	First Steps	Special needs pre-school	Head Start	Regular pre-school	Therapies
Child services	11 (44.0%)	2 (8.0%)	10 (40.0%)	0 (-)	2 (8.0%)
Child services least likely	1 (4.0%)	9 (36.0%)	1 (4.0%)	11 (44.0%)	3 (12.0%)

The adequacy of early intervention services was rated on a four-point scale (1=Inadequate…4=Excellent). Both First Steps and Head Start received the highest means (3.03 and 2.97 respectively). Table 12 presents the data.

<div align="center">**Table 12. Adequacy of Early Intervention Services**</div>

Item	Inadequate	Fair	Good	Excellent	Mean
First steps/infant-toddler programs (34)*	2 (5.9%)	8 (23.5%)	11 (32.4%)	13 (38.2%)	3.03
Special needs pre-school (32)*	12 (37.5%)	6 (18.8%)	9 (28.1%)	5 (15.6%)	2.22
Head Start (31)*	2 (6.5%)	8 (25.8%)	10 (32.3%)	11 (35.5%)	2.97
Regular pre-school other than Head Start (29)*	8 (27.6%)	11 (37.9%)	7 (24.1%)	3 (10.3%)	2.17
Therapies (33)*	8 (24.2%)	9 (27.3%)	13 (39.4%)	3 (9.1%)	2.33
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 15 shows how respondents rated the availability of early intervention services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Approximately 78% of the respondents saw early intervention services as *mostly available* or *somewhat available.*

Figure 15. Early Intervention Opportunities
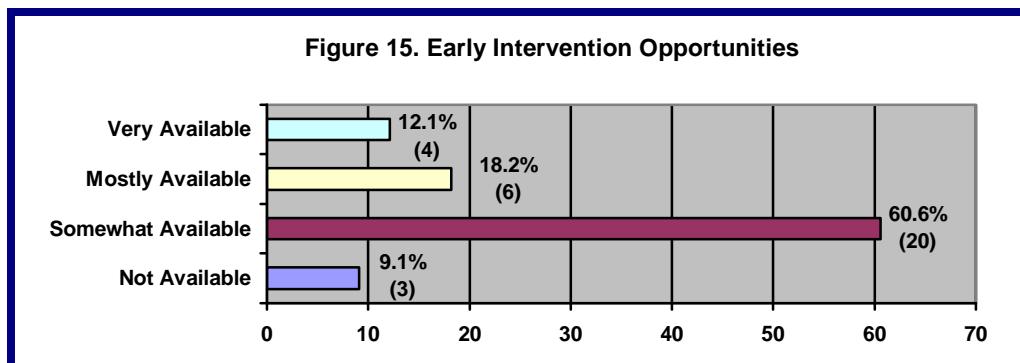
Early Intervention Focus Group Discussion in Region I:

Focus group participants in the Region I service area discussed the ways that early intervention services and supports had helped to enhance potential. Early intervention and related issues are presented in detail below.

Early Intervention Services and Supports:

Focus group participants are getting early intervention services and supports from a variety of different entities. One common source for early intervention is through the *First Steps program and other infant toddler programs* (23 comments). (See Figure 16.)

Figure 16.
Early Intervention Service/Supports - Region 1 Albany

The chart shows frequency values:
- First Steps program and other infant/toddler programs provided early intervention supports: 23
- Other community resources (e.g. churches, civic organizations) supporting early intervention services: 19
- Therapies provided (e.g., OT, ST, ST) to facilitate the child's developmental progress: 4
- Head Start assisted in preparing child for school: 3
- Parents as Teachers program offered supports for the child and family: 3

First Steps Program and Other Infant/Toddler Programs (23 comments):

The First Steps Program has provided a lot of early intervention support to families of, and children with disabilities. One focus group participant stated that *First Steps is phenomenal.* First Steps helped one family with their daughter. *My daughter had First Steps. It was a great experience. We were very blessed to have had First Steps. Our child had speech therapy through First Steps.* Another family member stated that they *started at Albany Regional Center at Albany, and First Steps.* [Our family member] *couldn't eat solid foods, and has come a long way.* One parent expressed their concerns about First Steps *I find it difficult to understand why our government would want to cut such a wonderful program.*

Other Community Resources (19 comments):

Focus group participants have found early intervention services and supports through community organizations and agencies. One family member *had help from United Cerebral Palsy (UCP).* United Cerebral Palsy has provided early intervention assistance for several families. A family member provided an example of how UCP and early intervention support they received. *Our daughter is 2 1/2, she doesn't talk, but mimics vowel sounds. Since starting at UCP she has started making sounds and using sign language.* Other community resources that support early intervention are in detail below.
- *We had First Steps, Early childhood pre-school, and MERIL. MERIL was very beneficial.*
- *Had some assistance through the Diagnostic Center.*
- *We had St. Louis School for the Blind, First Steps and Parents As Teachers.*

- *My son did receive good early intervention services from the local community. He participated in programs at the Cameron Developmental Center and from the Early Childhood program. Both were very helpful and contributed to his success.*

EDUCATIONAL SERVICE ISSUES

The survey respondents were asked what type of school services were most and least likely to be used. The types of educational services were: (1) included in regular public school education; (2) special public school education; (3) state school education; and (4) private home education. Few used *private/home education* (3.1%). Respondents indicated that the most often used educational services were either *special public school education* (43.8%) or *included in regular public school education* (34.4%). (See Table 13.)

Table 13. Most and Least Likely Educational Services Choices

Item	Included in regular public school education	Special public school education	State school education	Private/home education
What types of educational programs most likely to use	11 (34.4%)	14 (43.8%)	6 (18.8%)	1 (3.1%)
What types of educational programs least likely to use	4 (14.3%)	1 (3.6%)	12 (42.9%)	11 (39.3%)

The adequacy of educational services was rated on a four-point scale (1=Inadequate… 4=Excellent). The highest rated educational type was *private home education* (mean of 2.48). The lowest was *special public school education* (mean of 2.18). Table 14 presents the findings.

Table 14. Adequacy of School Services

Item	Inadequate	Fair	Good	Excellent	Mean
Included in regular public school education (35)*	10 (28.6%)	9 (25.7%)	10 (28.6%)	6 (17.1%)	2.34
Special public school education (34)*	13 (38.2%)	6 (17.6%)	11 (32.4%)	4 (11.8%)	2.18
State school (28)*	10 (35.7%)	4 (14.3%)	9 (32.1%)	5 (17.9%)	2.32
Private-home education (23)*	8 (34.8%)	3 (13.0%)	5 (21.7%)	7 (30.4%)	2.48
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Respondents were asked to rate the availability of (1) inclusive educational opportunities; (2) transition services; and (3) post-high school opportunities in their community. Figures 17-19 detail the results.

Figure 17 shows how respondents rated the availability of inclusive educational services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Inclusive educational opportunities* were seen as *somewhat available* by 43.6% of the respondents.
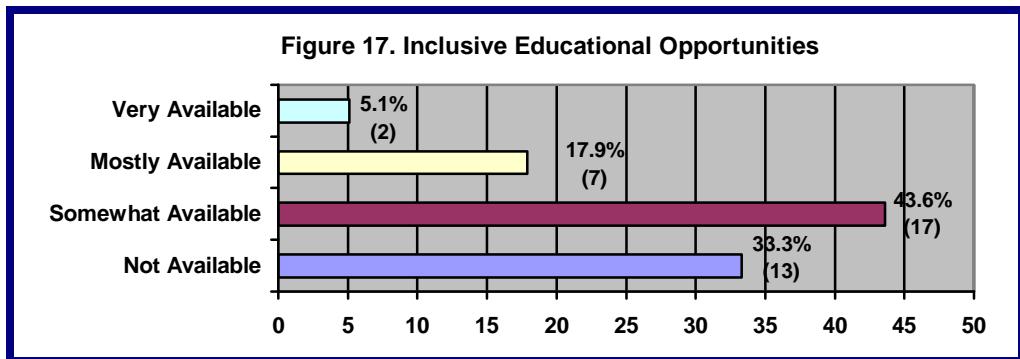
Figure 17. Inclusive Educational Opportunities

Rating	Percent (count)
Very Available	5.1% (2)
Mostly Available	17.9% (7)
Somewhat Available	43.6% (17)
Not Available	33.3% (13)

Figure 18 shows how respondents rated the availability of transition services for people with disabilities from school to work in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Transition services* were seen as *somewhat available* by 51.4% of the respondents.
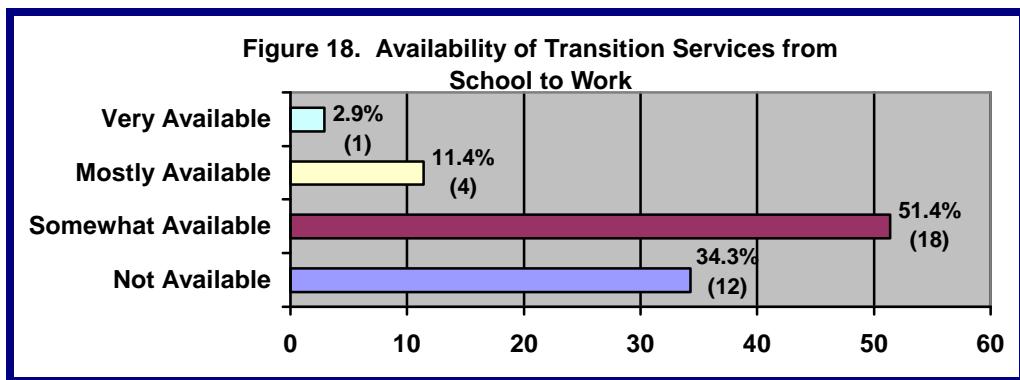
Figure 18. Availability of Transition Services from School to Work

Rating	Percent (count)
Very Available	2.9% (1)
Mostly Available	11.4% (4)
Somewhat Available	51.4% (18)
Not Available	34.3% (12)

Figure 19 shows how respondents rated the availability of post-high school educational opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of post-high school educational opportunities was seen as *somewhat available* (31.4%) or *not available* (60.0%) by almost 82% of the respondents.

Figure 19. Availability of Post-high School Educational Services

Rating	Percent (count)
Very Available	2.9% (1)
Mostly Available	5.7% (2)
Somewhat Available	31.4% (11)
Not Available	60.0% (21)
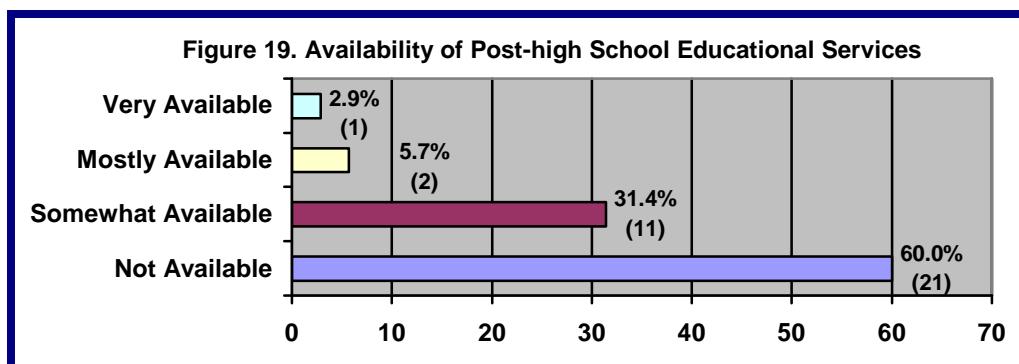
Education Focus Group Discussion in Region I:

Experiences with the educational system were discussed in focus groups conducted in Region I. Focus group participants related 1.) the barriers and problems experienced with education, and 2.) the helps and supports received that helped maximize educational potential. Focus group discussions related to education are provided in detail below.

Educational Problems and Challenges:

Focus group participants in Region I discussed the types of challenges and problems they have experienced with the education system. One common theme discussed by the focus group participants was the *lack of quality, individualized supports that are minimizing student potential (36 comments).* Illustrative comments from the top common themes are provided in detail below. Themes related to challenges and problems in education are presented in Figure 20.

Figure 20.
Education Challenges/Problems -
Region 1 Albany

Legend:
- Lack of quality, individualized supports are minimizing student potential.
- Lack of school knowledge of best practices supports for students with DD.
- School personnel misperceptions/attitudes concerning learning capacity and support needs of students with DD.
- Need more therapies and associated support services.
- Lack of parental, and other advocacy, affects the obtaining of needed supports.
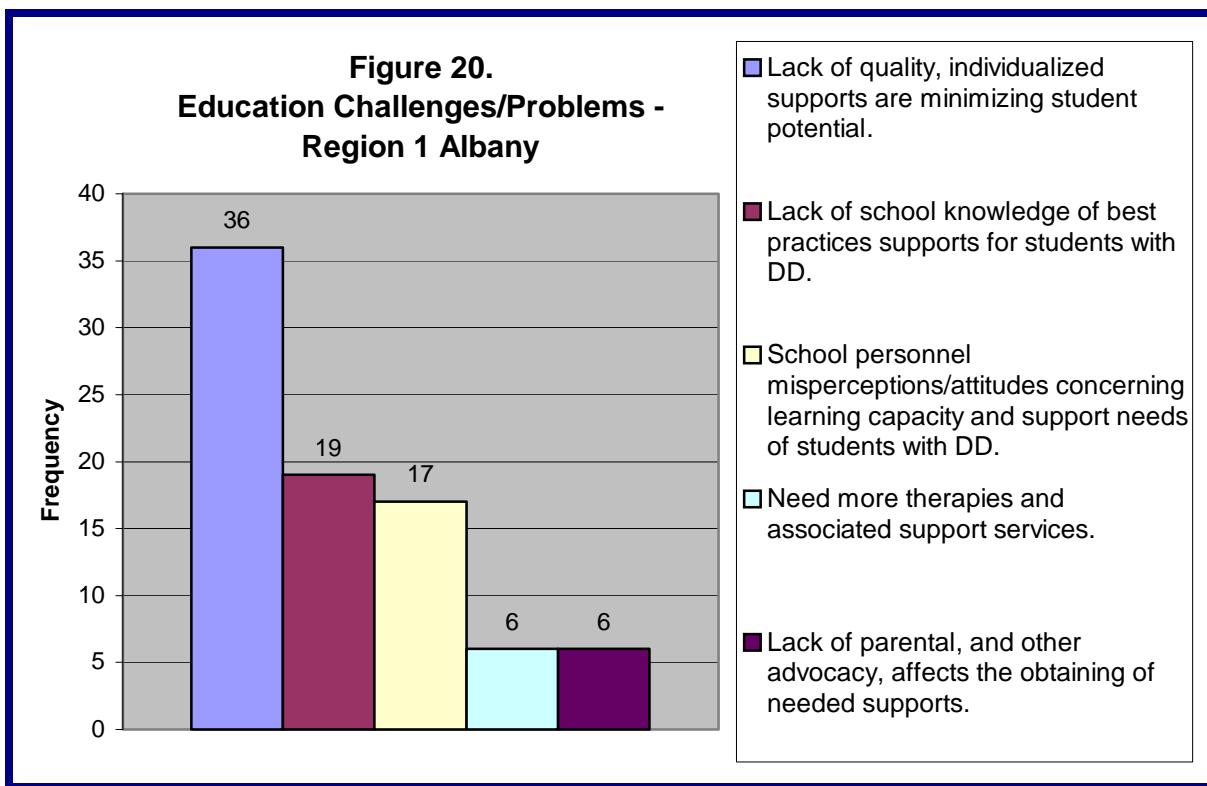
Lack of Quality, Individualized Supports (36 comments):

Several focus group participants commented on the lack of quality, individualized supports for educating individuals with disabilities. One focus group participant stated that *teachers say the state has put too much on them and they don't have time to deal with a child with disabilities.* Family members realize that *education which is truly individualized is elusive,* but feel that educational support is lacking in this area. Other comments related to the lack of quality individualized supports are in detail below.

Schools Not Willing To Be Accessible: Some schools will not provide the types of educational supports needed so that they can be accessible for children with disabilities. One parent provided the example of their child, *the Mayo Clinic diagnosis says he needs certain things, school says they aren't paying for that.* Another family member stated that *the school will not get adaptive equipment.*

Schools Not Inclusive: Some schools do not put forth the effort to include children with disabilities in the educational system. One parent stated *my son has been segregated in a room by himself with teacher aides. He is not even in special education.* Another parent stated that the local school *doesn't even have a plan to put him [my child] back into the classroom.*

Problems with IEP: Some of the focus group participants stated that the schools will not comply with Individualized Educational Plans (IEP). One parent stated that in their child's *IEP [it says to] have a paraprofessional, but the school will not comply.* Another parent gave an example of how the school does not comply with the IEP established for their family member. *He had an IEP before he started school, and when he started school, the IEP went away.* Another *school got hostile when the advocate went to an IEP meeting at the school.*

## Lack of School Knowledge of Best Practices (19 comments):

Teachers and administrators do not have the knowledge to teach children with disabilities. One parent stated that there is a *lack of knowledge from the administration on down.* Another focus group participant added that *paraprofessionals lack training to deal with everything.* In schools, some *teachers say that don't know how to adapt the class.* Sometimes specialized knowledge is lacking. One parent gave the example that *Special Education teachers don't know how to teach a Down Syndrome child.*

School Personnel Misconceptions and Attitudes (17 comments):

There are misconceptions about the learning capacity of individuals with disabilities by school personnel. One parent talked about their child's school situation stating that they felt like *the school wants to label her,* before they have even assessed what her abilities are. Another focus group participant gave an example of misconceptions of ability by a school. *My child had attention deficit/hyperactivity disorder (ADHD), and the school didn't want to deal with him because they said he was just a behavior problem.*

Educational Help and Supports:

Focus group participants also discussed the types of education help and support they had received. One common theme among the participants in the Region I focus groups was that *students and families are satisfied with school services they have received* (31 comments). Illustrative comments about educational help and support are provided in detail below. Common themes are presented in Figure 21.

**Figure 21.
Education Help/Support -
Region 1 Albany**

Legend:
- Students/families satisfied with school services received.
- Teachers and classroom aides supported the student to be successful.
- Early childhood programs facilitated child's readiness for school.
- Student supported to graduate or receive GED.
- Therapies (e.g., OT, ST, PT) available and helpful in meeting developmental needs.
- MPACT and other educational resources helpful for student, parents, teachers.
- Student received focused

Bar chart values (Frequency): 31, 9, 7, 5, 4, 4, 4
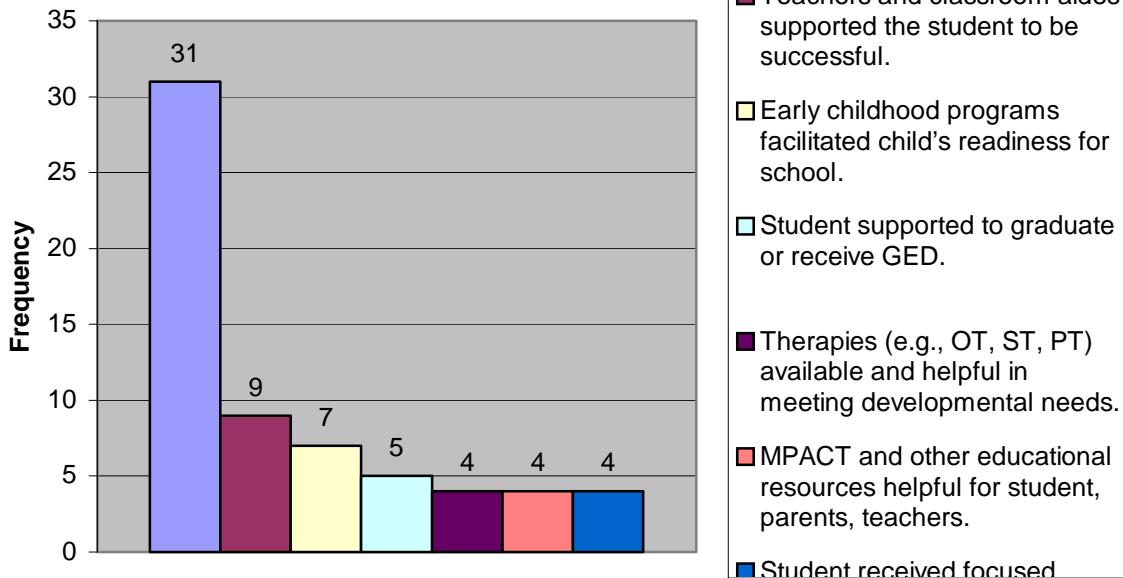
Students and Families are Satisfied with Service (31 comments):

Focus group participants were satisfied with the services they have received from schools. One participant stated that *Family Services has been very supportive for teachers and administration*. A parent was pleased with services because the *school was completely cooperative. We chose Fairfax for our son because it had what he needed, speech therapy and the extra TLC that he gets* has been good for the family. Another stated that the *school* in their area *is always willing to try new things.*

Other families were happy with the transitioning between school services. For one focus group participant, it was *the transition into Junior High last year, and it went well*. There has also been *good support for home school*. One family had good experiences with their daughter and transitioning between classes. *When my daughter was in school she got to go to the regular classes for a little while and then she would go to the special education room. The teacher would help her with her work. She really enjoyed school.*

Teachers and Aides Support Children (9 comments):

There were a few comments about teacher support for children. One individual stated that the aides are there to help the children who need it. Other comments about teacher and aide support are below:

- *Good teachers.*
- *The aide we had was great.*
- *My son has had an aide at school.*
- *[We] had some teachers who helped.*
- *[My family member] is doing great now because of her paraprofessionals.*

HEALTH CARE SERVICE ISSUES

Survey respondents were asked to identify where people with disabilities were most likely or least likely to go to get health care services in their community. Respondents were asked to select from the following types of health care services: (1) hospitals/emergency room; (2) doctor's office; (3) community health clinics; (4) residential health center; and (5) local health departments. Over 62% of the respondents indicated that people with disabilities received their health care at the *doctor's office* (62.2%). Few used *local health departments* (3.6%) or *residential health care centers* (3.6%). (See Table 15.)

Table 15. Most and Least Likely Health Care

Item	Hospitals/ Emergency room	Doctor's office	Community health clinics	Residential health care center	Local health departments
Where most likely to go for health care services	2 (6.9%)	23 (79.3%)	4 (13.8%)	0 (-)	0 (-)
Least likely to go	2 (7.1%)	1 (3.6%)	6 (21.4%)	15 (53.6%)	4 (14.3%)

The adequacy of health care services was assessed on a four-point scale (1=Inadequate… 4=Excellent). All health care services were rated as *inadequate* or *fair* by over 50% of those who responded. *Hospitals/emergency rooms* were rated by over 90% of the respondents as *inadequate* (41.5%) or *fair* (48.8%). *Doctor's offices* were rated as *inadequate* (23.8%) or *fair* (54.8%) by over 78% of the respondents. Residential care center received the highest mean rating (2.38) and Hospitals/emergency rooms received the lowest mean rating (1.71).

Table 16. Adequacy and Availability of Health Care Services

Item	Inadequate	Fair	Good	Excellent	Mean
Hospitals/emergency room (41)	17 (41.5%)	20 (48.8%)	3 (7.3%)	1 (2.4%)	1.71
Doctor's office (42)*	10 (23.8%)	23 (54.8%)	8 (19.0%)	1 (2.4%)	2.00
Community health clinics (36)*	10 (27.8%)	15 (41.7%)	1 (2.8%)	10 (27.8%)	2.31
Residential health care center (34)*	9 (26.5%)	13 (38.2%)	2 (5.9%)	10 (29.4%)	2.38
Local health department (38)*	11 (28.9%)	14 (36.8%)	2 (5.3%)	11 (28.9%)	2.34
Scale: 1=Inadequate…4=Excellent		*Total number responding*			

Figure 22 shows how respondents rated the availability of health care services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of health care services was rated as *somewhat available* (34.1%) or *not available* (48.8%) by almost 83% of the respondents.
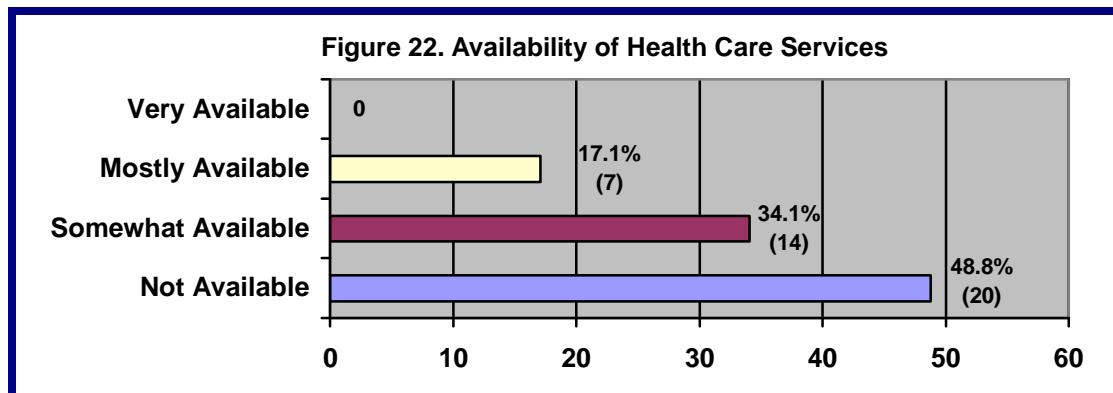
Figure 22. Availability of Health Care Services

|	Value
Very Available	0
Mostly Available	17.1% (7)
Somewhat Available	34.1% (14)
Not Available	48.8% (20)

Figure 23 reflects how respondents rated the availability of dental services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of dental services was rated as *somewhat available* (23.2%), or *not available* (50%) by over 73% of the respondents.

Figure 23. Availability of Dental Services

	Value
Very Available	6.7% (2)
Mostly Available	10.0% (3)
Somewhat Available	23.3% (7)
Not Available	60.0% (18)
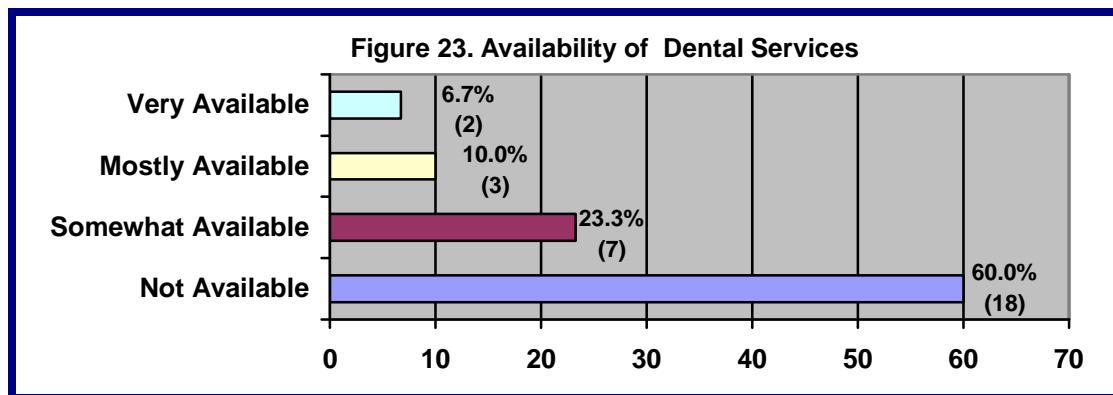
Healthcare Focus Group Discussion for Region I:

Issues relating to healthcare for individuals with disabilities were discussed in the focus groups conducted throughout the Region I service area. Focus group participants related the challenges and problems they had experienced trying to obtain healthcare. The types of healthcare help and support available were also discussed. Focus group discussion of healthcare related issues is presented in detail below.

Healthcare Challenges and Problems:

Healthcare challenges and problems that focus group participants had experienced in the Region I service area were discussed. One common theme to emerge from the focus groups conducted in the Region I area was that there is a *lack of general medical resources close to the community* (19 comments). Illustrative comments related to the top common healthcare problems are provided below. The common healthcare problems themes are presented in Figure 24.

Figure 24.
Healthcare Challenges/Problems -
Region 1 Albany

Legend:
- Lack of medical resources close to the community.
- Public health insurance program (e.g., Medicaid) issues that impact persons with DD.
- Lack of dental services in proximity to the community.
- Lack of affordable private insurance and increasing coverage stipulations/requirements.
- Community attitudes/perceptions of persons with DD and health care needs. .
- Limited access to transportation to medical appointments.
- Need more information about health care options.

Values: 27, 19, 11, 8, 5, 5, 4
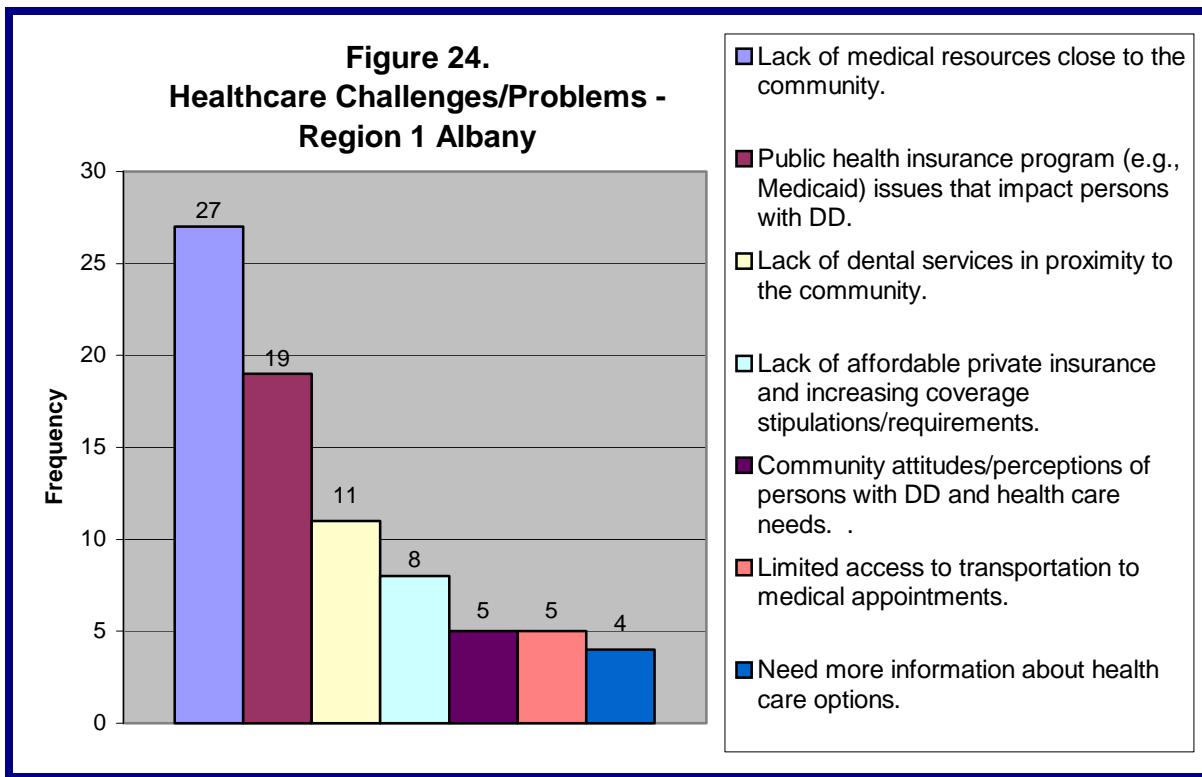
Lack of General Medical Resources Close to the Community (27 comments):

Focus group participants commented on the lack of medical services and resources in their communities. One participant discussed the lack of services in their community because *there is only one physician in Gallatin*. Another problem is the lack of appropriate services. One participant provided the example *there are not many educated doctors in this area*. Many have to go to the big cities because *there is nothing in rural areas*. One family *has to go to Children's Mercy in Kansas City because hospital here is not equipped to take care of pediatrics*.

Public Insurance Issues Impact (19 comments):

Several public insurance issues impact individuals with developmental disabilities. One issue is the stringent rules that govern the amount of benefits an individual can receive. One focus group participant provided an example of this. *I know a girl who had to stop working full-time to 20 hours a week to be able to qualify for Medicaid.* Another public insurance issue that severely affects individuals with disabilities is the cuts to *Medicaid and Social Security*. They

are going to hurt. Special medical services are not available. For example, *specialists like heart doctors and neurologists don't want to take Medicaid.*

Lack of Dental Services in the Community (11 comments):

Many communities lack dental services for children with disabilities. One family has problems because they *can't find a dentist who wants to touch a child* [with disabilities]. Many can't pay for dental services because *dentists don't take Medicaid*. Other families must travel miles for dental services. One *had to go to south Kansas City for her [my family member] to get dental surgery.* Waiting lists can also be prohibitive. One focus group participant stated that there was a *waiting list for dentists of 6 months to 1 year* in their community.

Healthcare Help and Support:

Focus group participants discussed the types of healthcare supports and helps they have received including *receiving care through Medicaid/Medicare support* (10 comments). Some illustrative comments are provided below. The top common themes as relates to healthcare help and support are presented in Figure 25.

**Figure 25.
Health Help/Support - Region 1 Albany**

Legend:
- Persons receiving health care paid through Medicaid/Medicare support.
- No problem finding medical and/or dental care.
- Doctors and other medical professionals.
- DD Service Agencies assist with obtaining health services.
- Hospitals and clinics.

Values: 10, 6, 5, 3, 2
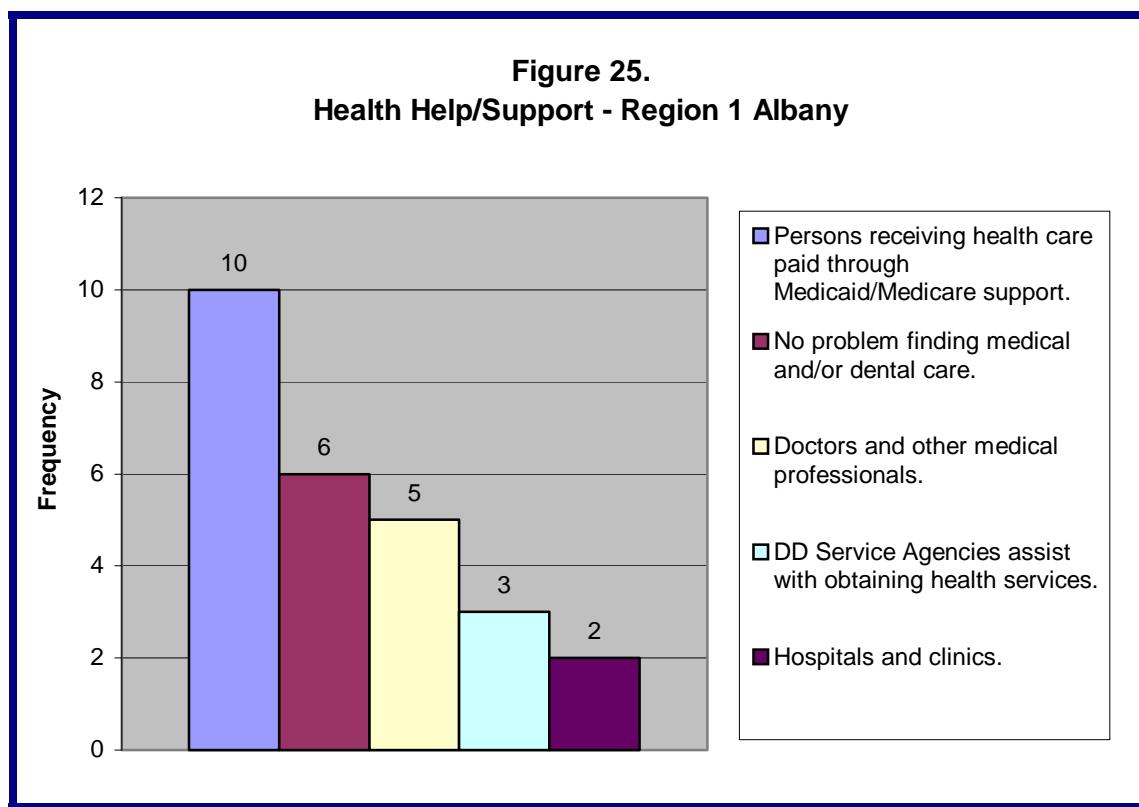
Persons Receiving Health Care Paid through Medicaid/Medicare (10 comments):

Focus group participants receive healthcare support and help through public insurance programs such as Medicaid and Medicare. One focus group participant stated that they *have*

Medicaid for kids. Another individual stated that their *son has Medicaid and there are no problems.*

RECREATIONAL/SOCIAL OPPORTUNITY ISSUES

The next part of the survey was related to recreational and social opportunities for people with disabilities in their community. There were three types of opportunities that were addressed: (1) regular community sponsored recreation and social activities/events; (2) accessible community sponsored recreation and social activities/events; and (3) special/ segregated recreation and social activities/events. Almost half of the respondents identified *regular community sponsored recreation and social activities* (45.8%) as being the most likely to be used while another 41.7% identified *special/segregated recreation and social activities/events* as the type most often used. The *least likely to be used* was *special/segregated recreation and social activities/events* (44.0%). (See Table 17.)

Table 17. Most and Least Likely Recreational/Social Opportunities

Item	Regular community sponsored recreation and social activities	Accessible community sponsored recreation and social activity	Special/segregated recreation and social activities/events
What types of social activities most likely to use	11 (45.8%)	3 (12.5%)	10 (41.7%)
What types of social activities least likely to use	6 (24.0%)	8 (32.0%)	11 (44.0%)

The adequacy of the types of recreational and social opportunities was rated on a four-point scale (1=Inadequate … 4=Excellent). Of those rating *regular community sponsored* opportunities, almost 73% rated the opportunities as *fair* (24.3%), or *inadequate* (48.6%). *Accessible community sponsored opportunities* was rated as *fair* (21.2%) or *inadequate* (54.5%) by 75% of those who responded to the question. Over 75% of those responding rated *special segregated* opportunities as *fair* or *inadequate. Regular community sponsored* received the highest mean (1.89) of the three choices. (See Table 18.)

Table 18. Adequacy of Recreational/Social Opportunities

Item	Inadequate	Fair	Good	Excellent	Mean
Regular community sponsored (37)*	18 (48.6%)	9 (24.3%)	6 (16.2%)	4 (10.8%)	1.89
Accessible community sponsored (33)*	18 (54.5%)	7 (21.2%)	6 (18.2%)	2 (6.1%)	1.76
Special/segregated (35)*	21 (60.0%)	9 (25.7%)	2 (5.7%)	3 (8.62%)	1.63
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 26 shows how respondents rated the availability of accessible recreation opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of accessible recreation opportunities

in the community was rated as *somewhat available* (36.8%) or *not available* (47.4%) by 84% of the respondents.
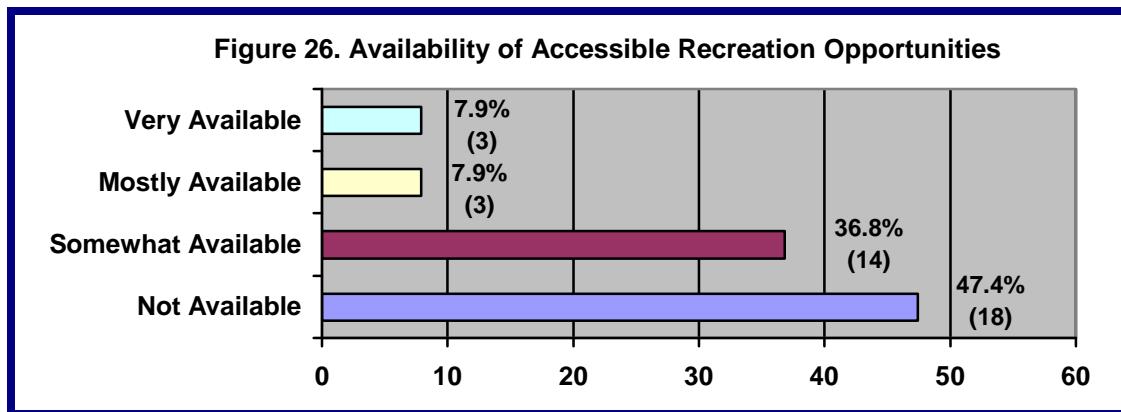
Figure 26. Availability of Accessible Recreation Opportunities

- Very Available — 7.9% (3)
- Mostly Available — 7.9% (3)
- Somewhat Available — 36.8% (14)
- Not Available — 47.4% (18)

(Scale: 0, 10, 20, 30, 40, 50, 60)

Figure 27 reflects how respondents rated the availability of social opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of social opportunities in the community was rated as *somewhat available* (35.1%), and *not available* (48.6%), by over 83% of the respondents.

Figure 27. Availability of Social Opportunities in the Community

- Very Available — 8.1% (3)
- Mostly Available — 8.1% (3)
- Somewhat Available — 35.1% (13)
- Not Available — 48.6% (18)

(Scale: 0.0, 10.0, 20.0, 30.0, 40.0, 50.0, 60.0)
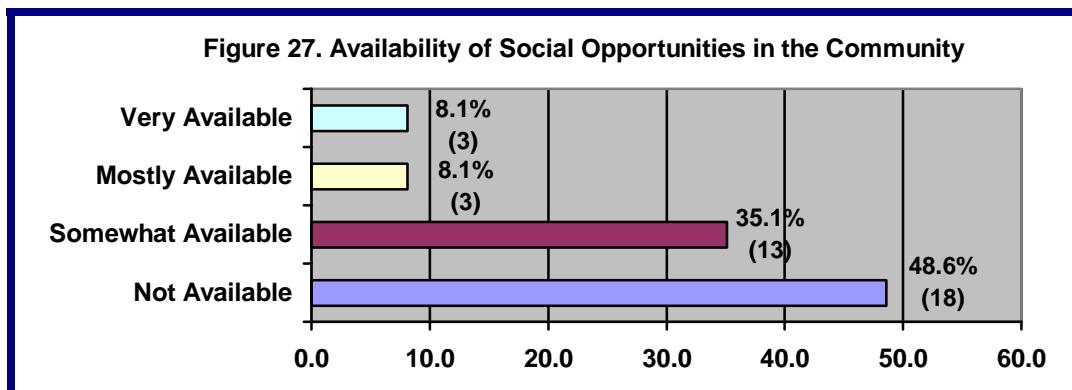
Recreation Focus Group Discussion in Region I:

Participants in focus groups conducted throughout the Region I area discussed the types of challenges and problems experienced in trying to participate in social and recreational opportunities. Focus group participants also discussed the types of social and recreational opportunities available to them in their respective communities. Detailed findings from the focus groups in Region I are provided in the sections below.

Recreation Challenges and Problems with Recreation:

Focus group participants discussed the challenges and problems that they have encountered in trying to find, or participate in, recreational and social activities in their

communities. One common theme as discussed by focus group participants in Region I was the fact that there are simply *no recreation opportunities available* for individuals with disabilities (17 comments). Illustrative comments related to the top common themes are provided in detail below. Figure 28 presents the common themes as discussed in focus groups in the Region I area in detail.

**Figure 28.
Recreation Challenges/Problems -
Region 1 Albany**
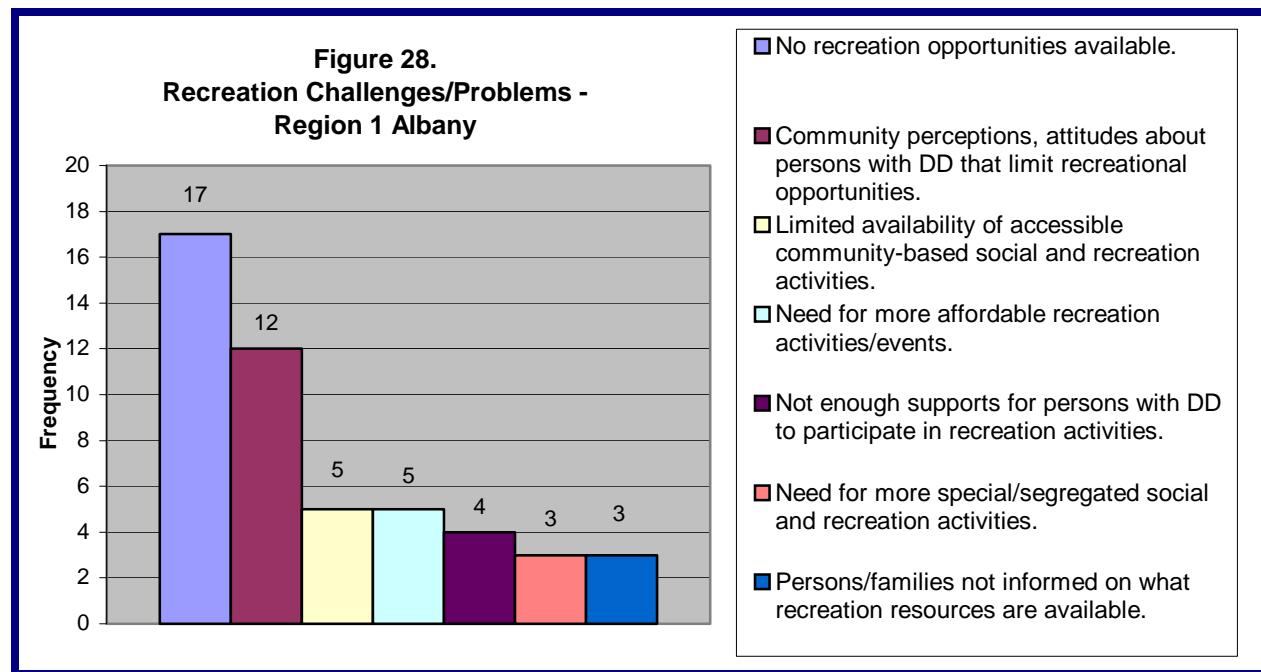
No Recreation Opportunities Available (17 comments):

Some focus group participants stated that there are no recreation opportunities available in their communities. One individual commented that *there are not enough accessible recreation activities in the area.* Another participant in the focus groups stated that theirs was a *small community, so there is just nothing here.* Another commented *there is nothing for adults with disabilities in Daviess County*. In smaller communities people have to travel for social and recreational opportunities *if there is recreation*, [then you] *have to go to another county*.

Community Perceptions about Persons with Disabilities Limit Opportunities (12 comments):

Community perceptions about individuals with disabilities limits the types of recreational and social opportunities made available to them. Focus group participants gave examples of this. *My son used to play baseball up to this year, and then they let you know it is serious and they don't want him on the team*. Other examples of how community perceptions and attitudes limit social opportunities are provided in detail below.
- *Not a lot offered, and untrained volunteers that don't understand children with disabilities.*
- *People who run recreational activities get frustrated when they can't understand my daughter. Nothing for disabled.*

- *When my son was diagnosed with autism, friends disappeared. Invitations stopped coming. My son is seven years old.*

Recreation Help and Support:

There are some opportunities for social and recreational activities in communities in the Region I service area. One common support comes from *communities and organizations that provide accessible recreation options, and support* (25 comments). Illustrative comments related to the top common recreation help and support themes in Region I are provided in detail below. Common recreation help and support themes are presented in Figure 29.

**Figure 29.
Recreation Help/Support -
Region 1 Albany**

■ Communities and organizations provided accessible recreation options and support.

■ Segregated programs that provided recreation programs/activities.

□ Community initiatives that increased community recreation options for person with DD.

(Bar chart showing Frequency on the y-axis from 0 to 30. Communities and organizations provided accessible recreation options and support = 25; Segregated programs that provided recreation programs/activities = 7; Community initiatives that increased community recreation options for person with DD = 3.)

Communities and Organizations Provide Accessible Recreation (25 comments):

Focus group participants have found recreational and social opportunities through a variety of organizations in their communities. For a few participants, *church organizations are really good about including people with disabilities.* Another echoed this statement *our daughter does some recreational activities through our church. They have picnics, go to Worlds of Fun, and go to the St. Joe bowling.* Still another: *our church has picnics and pool parties, and we always have a lot of fun at them because we are included.*

Sports activities were also discussed. *My daughter plays softball in the summer. Her team and coaches are very patient and helpful. They take time to explain things to her.* Another added *my son plays baseball and football. He is just one of the team. I love watching him thrive.*

Segregated Programs Provide Recreation (7 comments):

Focus group participants also have access to social and recreational activities in segregated settings. Group homes provide these types of opportunities for many individuals with disabilities. One focus group participant stated that they get social activities *through the group home, and outings.* Special Olympics opportunities are also available. One participant was *in*

Special Olympics last year. Some community businesses provide programs for individuals with disabilities. *There is a program at Olympia Lanes on Saturdays at 1:00 pm. They have lots of young adults.*

COMMUNITY RESOURCE/SUPPORT ISSUES

The next section of the survey looked at types of generic community resources/supports people with disabilities are likely to access in their community. The types of community services examined included: (1) civic organizations; (2) faith-based organizations; (3) social service organizations; and (4) family and friends. The type of community resource/support that was *most likely* to be used was *family and friends* (75.9%). The type of community resource/support least likely to be used was *civic organizations*. (See Table 19.)

### Table 19. Most and Least Likely Community Resource/Support Choice

Item	Civic organizations	Faith-based organizations	Social service organizations	Family and friends
What type of community resources are people most likely to use?	0 (-)	5 (17.2%)	2 (6.9%)	22 (75.9%)
What type of community resources are people least likely to use?	17 (63.0%)	2 (7.4%)	7 (25.9%)	1 (3.7%)

The adequacy of the types of generic community resources/supports was evaluated on a four-point scale (1=Inadequate …4=Excellent). Over 70% of the respondents rated *family and friends* as *good* (42.5%), or *excellent* (32.5%). *Family and friends* had a mean of 3.00. Faith-based resources were seen as *good (36.8%),* or *excellent* (18.4%) by approximately 55% of the respondents. Civic organizations were rated as *inadequate* by 55.9% of the respondents. (See Table 20.)

Table 20. Adequacy of Community Resources/Supports

Item	Inadequate	Fair	Good	Excellent	Mean
Civic organizations (34)*	19 (55.9%)	11 (32.4%)	2 (5.9%)	2 (5.9%)	1.62
Faith-based (38)*	9 (23.7%)	8 (21.1%)	14 (36.8%)	7 (18.4%)	2.50
Social organization (31)*	13 (41.9%)	9 (29.0%)	7 (22.6%)	2 (6.5%)	1.94
Family and friends (40)*	3 (7.5%)	7 (17.5%)	17 (42.5%)	13 (32.5%)	3.00
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 30 indicates how respondents rated how supportive their community is towards people with disabilities. The rating was on a four-point scale (1=Not Supportive…4= Very Supportive). Overall, approximately 60% of the respondents reported the support they receive from their community as *mostly* (20.5%), or *somewhat supportive* (41.0%).

Figure 30. Community Support

| Category	Percentage	Count
Very Supportive	5.1%	(2)
Mostly Supportive	20.5%	(8)
Somewhat Support	41.0%	(16)
Not Supportive	33.3%	(13)
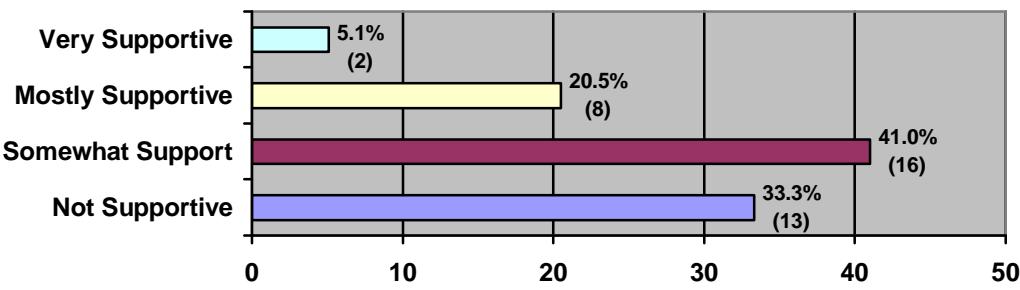
Community Supports Focus Group Discussion in Region I:

The types of community supports that individuals with disabilities and their families receive and the general attitude of the community were discussed as part of the focus group conducted in the Region I service area. Findings from these focus groups are provided in detail in the section below.

Community Supports Received:

The types of community supports that individuals with disabilities and their families receive were discussed. One common community support is from *family, friends, and neighbors* (17 comments). Illustrative comments are provided in detail below. Common themes as related to community support are presented in Figure 31.

**Figure 31.
Community Support Received -
Region 1 Albany**

Support Type	Frequency
Family, friends, neighbors.	17
Faith-based organizations.	16
General Support of community for persons with DD.	4
Other community groups.	1
Support from organizations with a primary focus on supporting persons with DD.	1
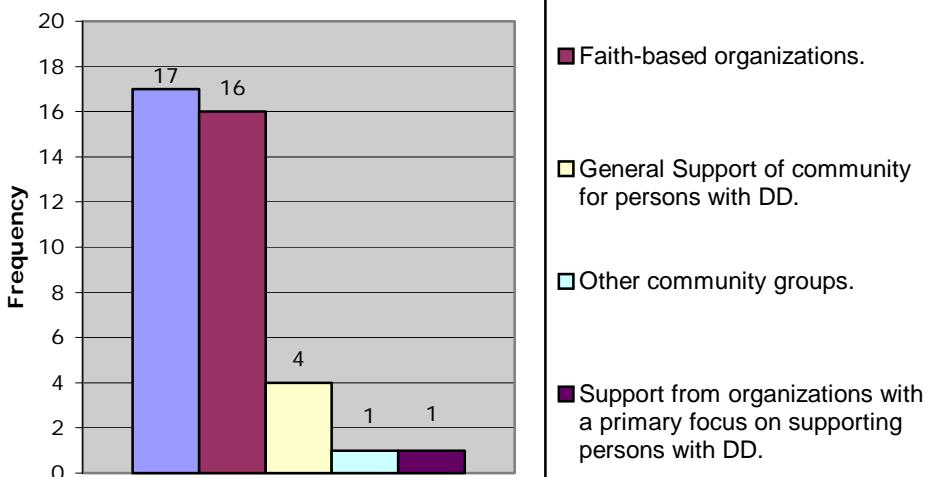
Family, Friends, and Neighbors (17 comments):

For many, families, friends, and neighbors are a source of support. One focus group participant has *good neighbors* that provide support. Other focus group participants echoed this *we have very good neighbors all around us and our family is supportive.* Friends are also a source of support, *I have very good friends that are very supportive and my child also has friends. We have a neighbor that is a great friend and very supportive.*

Families are also sources of support. One focus group participant stated that their *family is supportive.* Others echoed this sentiment *my brother and sister are supportive of me.* Friends are another source of support. A few focus group participants *have a lot of friends* that provide support.

Faith-Based Organizations (16 comments):

Faith-based organizations provide needed inclusive community support to individuals with disabilities and their families. One focus group participant stated that *the only thing I have is my church and I feel welcome there.* Another focus group participant echoed this statement *I feel accepted at church.* Churches and faith-based organizations are good at including children. Illustrative of this was a comment by one focus group participant *our church includes our daughter whenever they can.* Another added *my daughter's Sunday school class is very supportive of her.*

Community Attitudes:

General community attitudes about people with disabilities were discussed as a part of the focus groups conducted in Region I. Several respondents stated that there was *good acceptance and support, good attitude from the community* (40 comments). Illustrative comments are provided below. Common themes as relates to community attitudes in Region I are presented in Figure 32.

Figure 32. Community Support Attitude - Region 1 Albany
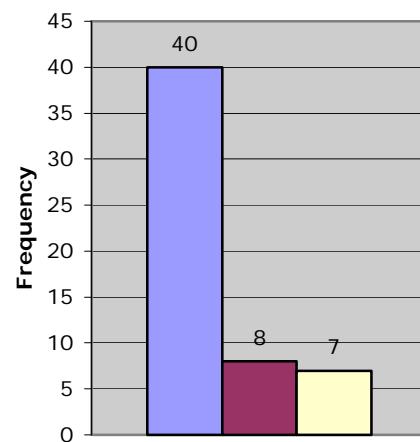
Legend:
- Good acceptance and support - good attitude.
- Education and awareness about developmental disabilities is needed.
- General acceptance but need for more.

Good Acceptance and Support (40 comments):

There were several comments made by focus group participants in the Region I service area about the acceptance and support they receive from their communities. One participant commented that *small towns are more willing to reach out.* Others echoed this sentiment, *I think*

people in small communities are more accepting. Another stated that their community was *a small community and they are very accepting.*

> *Acceptance at Church:* Some comments related to faith-based organizations. One participant commented that their *church is accessible and accepting*. Another stated *I am always accepted in community and church.*

> *Community is Inclusive:* A few comments were made about community inclusiveness. *I feel like our community is very supportive and accepting*. One participant in the focus groups stated that their *community supports people with disabilities by including them.* Another participant echoed this *I have never seen them not include anyone.*

SAFETY AND QUALITY ASSURANCE ISSUES

Survey respondents were asked if they were aware of any incidents that affect the health, safety and quality of life of people with disabilities in their community. Incident items included: 1) physical abuse/neglect; 2) sexual abuse; 3) financial abuse; 4) violation of human or legal rights. Respondents were asked to check the incident item if they were aware of any person with a disability in their community who had experienced that type of incident. Table 21 lists the findings.

Of the 46 people surveyed, 34.8% were aware of some physical abuse/neglect in their community; 30.4% were aware of sexual abuse; 37.0% were aware of some type of financial abuse; and 37.0% were aware of a human or legal rights violation.

Table 21. Awareness of Safety Concerns

Item	
Physical Abuse/Neglect	16 (34.8%)
Sexual Abuse	14 (30.4%)
Financial Abuse	17 (37.0%)
Violations of human or legal rights	17 (37.0%)
(Checked numbers per 46 total respondents)	

As a follow up question, respondents who had checked one of the incident items were also asked to share their perception about how that particular type of incident had been handled. As can be seen in Table 22, more people responded to the follow up question than had responded to the original question. For some reason, a number of survey respondents did not understand it to be a follow up question and answered it anyway.

Even though this discrepancy exits, and readers are advised to take it into account, Table 22 is included because it still provides an indication of survey respondent's perceptions on how well the above types of incident items are handled. Additionally, because the handling of these types of incidents requires a degree of discretion, it is also important to recognize that respondents perceptions of how these incidents are handled may not necessarily reflect what actually occurred to address them.

Table 22: How Safety Concerns Were Handled

Item	Not at all	Not well	Well	Very well	Mean
Physical Abuse Neglect (18)*	6 (33.3%)	8 (44.4%)	3 (16.7%)	1 (2.2%)	1.94
Sexual Abuse (14)*	6 (42.9%)	6 (42.9%)	1 (7.1%)	1 (7.1%)	1.79
Financial Abuse (18)*	7 (38.9%)	7 (38.9%)	3 (16.7%)	1 (5.6%)	1.89
Violations of human rights (18)*	9 (50.0%)	6 (33.3%)	2 (11.1%)	1 (5.6%)	1.72
*Scale: 1=Not At All…4=Very Well *Total number responding*					

Survey respondents were asked to rate how safe people with disabilities were in their community. Figure 33 reflects their responses. The rating was on a four-point scale (1=Not Safe At All…4= Very Safe). Almost 78% of the respondents saw people with disabilities as being *mostly safe* (42.7%) or *somewhat safe* (34.8%) in their community.

Figure 33. Safety Perceptions

| Category	Percent (count)
Very Safe	12.8% (5)
Mostly Safe	33.3% (13)
Somewhat Safe	48.7% (19)
Not Safe At All	5.1% (2)
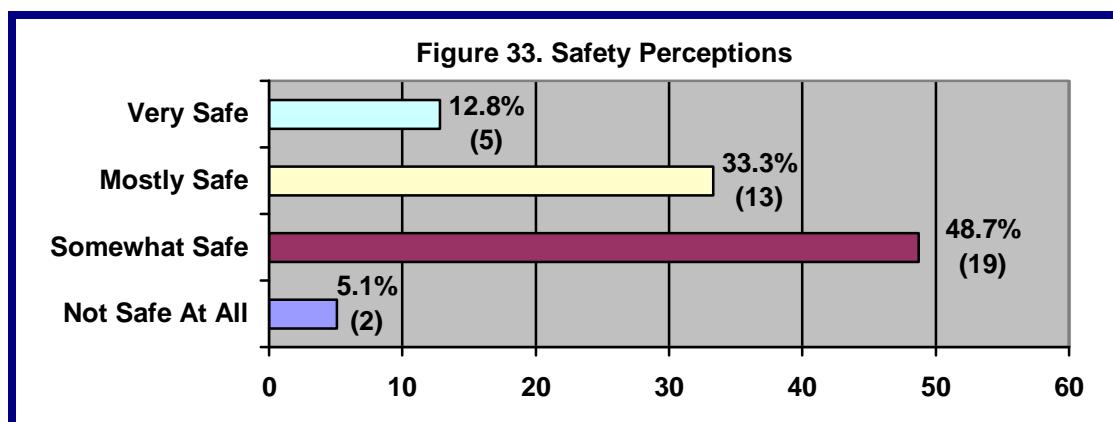
Quality Assurance Focus Group Discussion in Region I:

Quality Assurance and related issues were discussed in the focus groups conducted in the Region I service area. Focus group participants discussed 1) how people with developmental disabilities are included in the community, 2) how people with developmental disabilities are excluded from the community, and 3) how families and people with disabilities are included in planning their futures. Discussion on quality assurance issues from the focus groups in Region I are in detail in the section below.

How People with Developmental Disabilities are Included in Community:

People with disabilities are included in their communities in a variety of different ways. One commonly discussed theme from focus groups conducted in the Region I service area was simply that people with developmental disabilities are accepted in their communities (30 comments). Illustrative comments related to inclusion in the community are provided in detail below. The common themes regarding inclusion in the community from Region I are presented in detail in Figure 34.

Figure 34.
Quality Assurance Included
Region 1 Albany

Legend:
- People with DD are accepted in their communities.
- Through the support and involvement of community organizations and businesses.
- Support provided through the school system (e.g. administrators, teachers, peers).
- Faith-based organizations support persons with DD in the community.
- Families and friends advocate for persons with DD to be included in their communities.
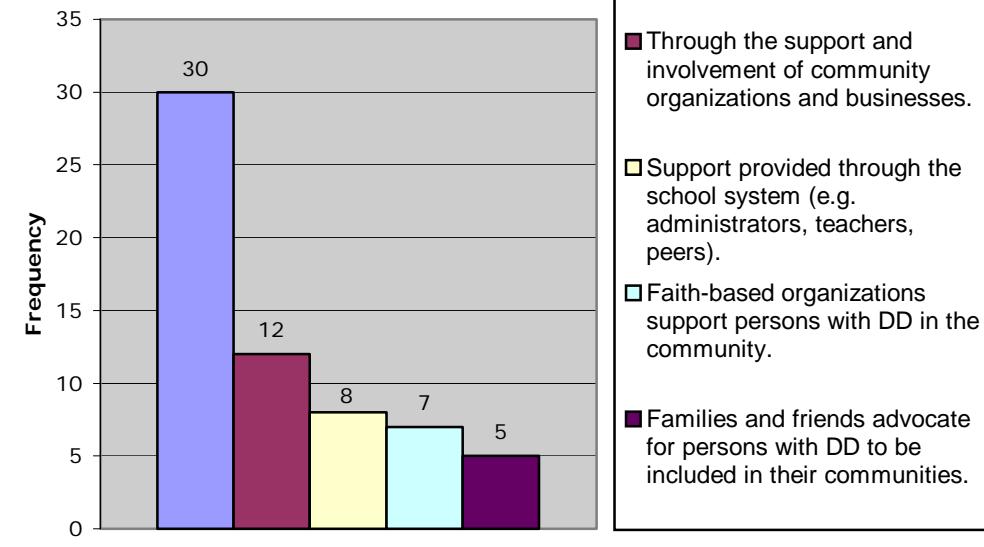
People with Developmental Disabilities are Accepted in the Community (30 comments):

Focus group participants felt that people with disabilities were included in their respective communities. Participants felt they or their family members were accepted. One participant stated that they were *very accepted in the community.* Another felt that their *community accepts people with disabilities.* A participant commented that they were a *part of the community, and is accepted by the community.* A participant stated that their family member *feels like he does well in the community and church and is accepted.*

Many family members participating in the focus groups felt their children with disabilities were accepted. *My child is included at school, church, and our community. She is treated the same as everyone else.* Others echoed this statement *my daughter is accepted and included in our community. Everyone knows her.* The family members think there are benefits to living in a small town. *My daughter has always been included. I think it comes from living in a small community.*

Support and Involvement of Community Organizations (12 comments):

The support and involvement of community organizations makes it possible for individuals to feel like they are included in community life. One parent has *daughters* who *are in Girl Scouts.* Another focus group participant stated that they felt *the fire department accepted him.* Another community has a *library* that *offers summer activities for all ages and all kids can go.*

How People With Disabilities Are Excluded From the Community:

Focus groups conducted in the Region I service area also asked participants to discuss the ways the people with developmental disabilities are excluded from their communities. One common theme discussed by focus group participants was the part attitudes and lack of understanding of persons with disabilities (20 comments) plays in exclusion from community life. Illustrative comments related to the top themes in exclusion from community life are included below. The top themes of exclusion are presented in Figure 35.

Figure 35.
Quality Assurance Excluded -
Region 1 Albany
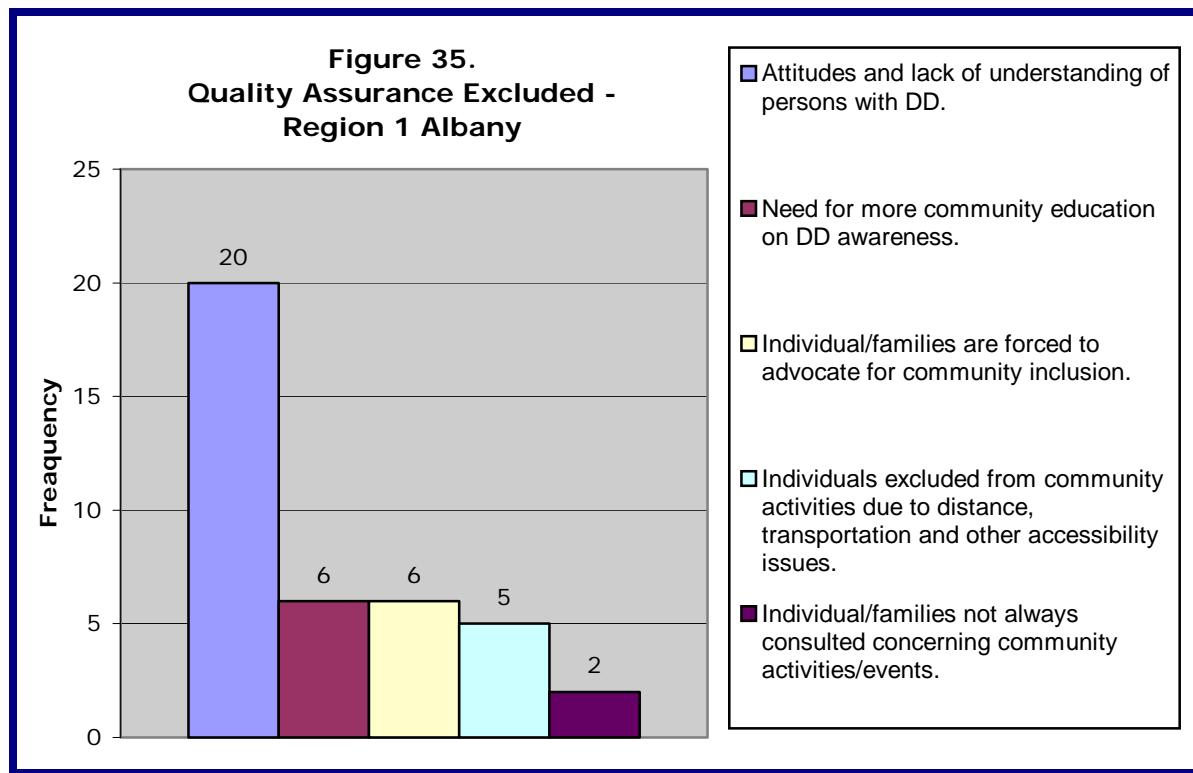
Attitudes and Lack of Understanding (20 comments):

Attitudes and lack of understanding for people with disabilities plays a part in exclusion from community life. Sometimes exclusion is because of parental attitudes. Some *parents don't want to have to explain their child's behavior. Sometimes we impose isolation on ourselves and then others impose isolation on us*, according to one focus group participant. Another participant stated that the biggest problem is *the lack of opportunity and the attitude of too many people who seem to feel, consciously or not, that individuals with disabilities should be isolated or participate as a "group".*

Need More Community Education (6 comments):

Focus group participants stated that more education of the community is needed. One participant thinks that there is a *need to educate law enforcement*. Others want schools and educators to be more educated on disability issues. *If they cared, they would get more teachers that could help the disabled people. They should have para-professionals in regular classrooms*

for disabled students. There is no awareness of people with disabilities in one town. *The biggest problem in this town is that it is old money. I am not sure the people or organizers of events are aware of the numbers of disabled in our community.*

Individuals and Families Are Forced To Advocate for Inclusion (6 comments):

Community inclusion does not always happen naturally for individuals with disabilities. Sometimes families and people with disabilities feel they have to advocate for their inclusion in society. One participant in the focus group stated that *parents have to take the initiative to get their children out there.* Another echoed this sentiment *parents have to be their own advocates for their child/children.*

Inclusion in the Planning Process:

Focus group participants discussed the ways that people with disabilities and their families are included in the planning processes that affect their lives. Comments related to inclusion in the planning process included:
- *For my son we include him in planning his activities and goals through Future Planning, and a microboard.*
- *We value his [family member] input and make efforts to help him achieve his goals.*

SATISFACTION WITH SERVICES

Survey respondents were asked how they would rate MRDD service coordination/case management services. Figure 36 shows how respondents rated this service. The rating was on a four-point scale (1=Inadequate…4= Excellent). Service coordination was seen as *good* (36.1%) or *excellent* (30.6%) by over 66% of the respondents.
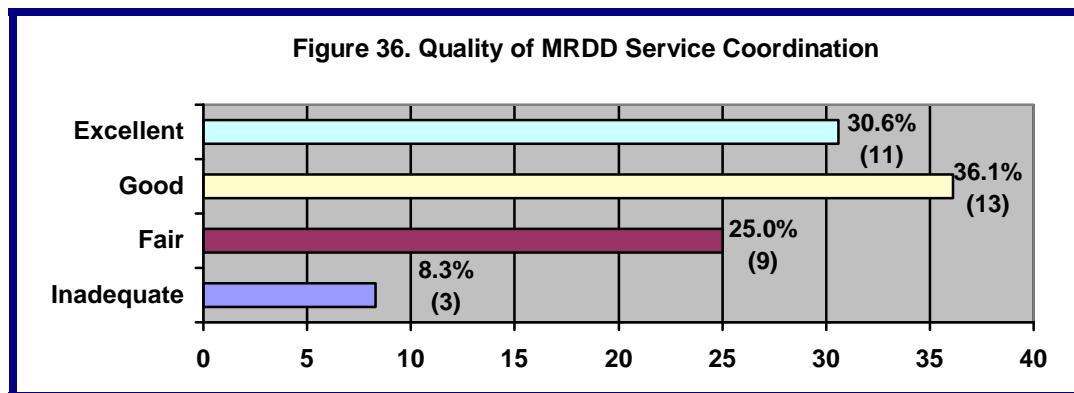
Figure 36. Quality of MRDD Service Coordination

| Rating	Value
Excellent	30.6% (11)
Good	36.1% (13)
Fair	25.0% (9)
Inadequate	8.3% (3)

Respondents were also asked to rate the quality of services/supports that they, or others had received from providers in their community. Figure 37 shows how respondents rated the quality of provider services/supports. The rating was on a four-point scale (1=Inadequate…4= Excellent). The quality of provider services/supports was rated as *good* (34.2%) or *excellent* (23.7%), by almost 58% of the respondents.

Figure 37. Quality of Provider Services/Supports

Category	Value
Excellent	23.7% (9)
Good	34.2% (13)
Fair	21.1% (8)
Inadequate	21.1% (8)
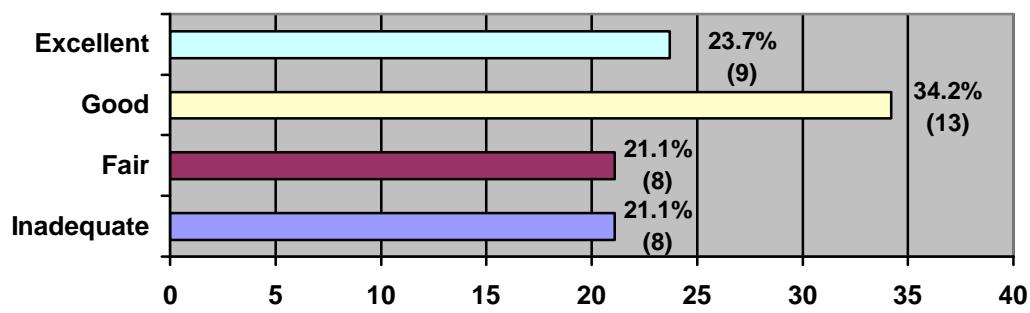
Last Chance Focus Group Discussion From Region I:

Focus group participants were asked "If you could change one thing in your community that would make it better for people with disabilities, what would it be?" The focus group discussions on this question are reviewed in detail in this section.

Participants made several comments about the need to *increase community understanding of DD to help address attitudes and perceptions* (26 comments). Illustrative comments as related to common themes from the focus group are provided below. The common themes about changes from Region I are presented in Figure 38.

Figure 38. Last Chance - Region 1 Albany

Frequency:
- Increase community understanding of DD to help address attitudes and perceptions: 26
- More Information resources for parents/families: 19
- Enhancements in services for persons with DD; support expansion of resources that fund and/or provide services: 12
- Educational systems increase supports for students with DD: 10
- Need for fully accessible communities: 8
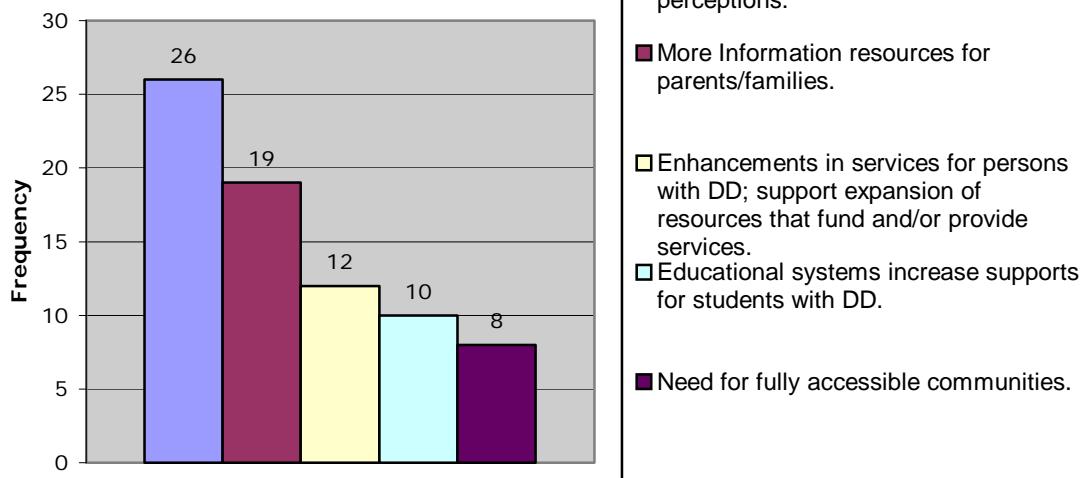
Increase Community Understanding of Developmental Disabilities (26 comments):

Several people made comments about the need to *educate people* to increase understanding of people with disabilities. One focus group participant commented that there was

a need to change *attitudes, community awareness, and understanding*. More comments about increasing community awareness are included in detail below.

- *Educate people in town, and also educate law enforcement.*
- *Teach kids at a very young age to be more compassionate.*
- *Have a community meeting with the disabled here. Panel discussions. Have it once a year.*
- *I would like to raise awareness of the community about disabilities.*
- *We have feelings, dreams, and desires just like everyone else.*

More Information and Resources for Parents/Families (19 comments):

Focus group participants would make more information and resources available for parents and families on disabilities. In particular, focus group participants want *more support groups, even if it met once a month.* Another participant wants to know *people who going through the same thing. Have parents join together and share information with each other.* More comments about support groups are below in detail.

- *More support for parents with kids who have ADHD.*
- *Something where families can have a meeting or support network to discuss feelings and needs.*
- *Have a support group in Worth County.*
- *I would try and get some support groups so that people would know what the resources are.*
- *Get meetings together to be helpful for people with disabilities and their parents.*

Enhancement in Services for Persons with DD (12 comments):

Focus group participants would like to enhance services provided to persons with developmental disabilities. Several participants commented *it would be nice if there were more money for services.* Another said that *it would be nice if Medicaid could be increased.* More comments about enhancing services are included below. Focus group participants want *more group homes. There should be a group home in every community.* Another service that needs to be enhanced is respite care. One participant commented that *good, affordable, well-trained respite care was needed.*

Educational Systems Increase Support for Students (10 comments):

The educational system needs to be enhanced to provide more support for students with disabilities. One focus group participant stated *change the education system to make them [students] more knowledgeable.* Knowledge for teachers is also needed, such as, *knowledge for specific disabilities for educators, not just basic special education.* Some participants commented on the need for early intervention. One participant discussed their community, *early intervention, wish there was more resources here for it.*

Need for Fully Accessible Communities (8 comments):

       Focus group participants in Region I-Albany, stated that their communities need to be fully accessible to individuals with disabilities. One focus group participant is *trying to get accessible dock at reservoir so that he* [family member] *could fish.* Another suggested that they wished *the school was more accessible*, especially the *music room and band room.* In some communities, accessibility does not exist. *Accessibility is just not in rural communities.*

The MISSOURI PLANNING COUNCIL For DEVELOPMENTAL DISABILITIES Region II: Kirksville - Planning and Coordinating Council for DD - Needs Assessment

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Report Prepared For:
The Missouri Planning Council for Developmental Disabilities

January 2006

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PREFACE

The Missouri Planning Council for Developmental Disabilities is a federally-funded, 23-member consumer-driven council appointed by the Governor. Public Law 106-402 mandates the Council to plan, advocate for, and give advice as to programs and services for persons with developmental disabilities to increase their opportunities for independence, productivity, and integration in to communities. The Council's mission is to support communities to include all persons with developmental disabilities in every aspect of life.

The Missouri Planning Council provides partial funding for Regional Advisory Councils across the state. Regional Councils provide grassroots planning and advocacy for improving supports and services for persons with developmental disabilities. This includes serving as an advisory body for the Missouri Department Mental Health, and Division of Mental Retardation and Developmental Disabilities' eleven Regional Centers across the State of Missouri.

In partnership with the Regional Councils, the Missouri Planning Council administered a written survey questionnaire and conducted a series of focus groups throughout the State to facilitate a better understanding of strengths, as well as barriers that self-advocates and families face, in accessing programs, services, and other supports necessary to achieve independence, productivity, and integration in to community life. What is learned from the focus groups and the survey results will assist in the Missouri Planning Council and Regional Councils in their long-range planning and advocacy efforts.

The Missouri Planning Council also wishes to express its gratitude for the assistance of other entities and organizations, committed to serving Missourians with developmental disabilities, in the needs assessment process.

INTRODUCTION

Table 1: Counties

County	# of Returns
Adair	7
Clark	6
Grundy County	10
Knox	6
Lewis	8
Linn	5
Livingston	7
Macon	6
Mercer	6
Putnam	6
Schuyler	6
Scotland	6
Shelby	6
Sullivan	3

In each of the eleven MRDD Regions in Missouri people with disabilities and their families answered written surveys about different aspects of their life. This included employment, housing, recreation, and education to name a few. These surveys were conducted in all of the counties in Missouri. Table 1 lists the counties in the Kirksville Region and the number of returns that were received from each county. Table 2 represents the MRDD Regions.

Table 2: Regions
Region I: Albany - Council on DD
Region II: Kirksville - Planning and Coordinating Council for DD
Region III: Hannibal - DDA Council of Missouri
Region IV: Kansas City - Metropolitan Council on DD
Region V: Joplin - Council on DD
Region VI: Springfield - Council on DD
Region VII: Rolla - Council on DD
Region VIII: Poplar Bluff - Disability Council of the Ozarks
Region IX: Sikeston: Regional Council on DD
Region X: Central Missouri - Council on DD
Region XI: St. Louis - Gateway Regional Advisory Council

Written Survey Respondents:

The majority of the respondents in the Kirksville Region were family members (69.0%). There were 27 responses from persons with a disability (31.0%). Of the 88 that participated in the survey, 1 did not respond to the question *I am a: family member or persons with disability.* Figure 1 presents these findings.

The majority of the respondents received services from the Division of Mental Retardation/Developmental Disabilities (62.5%). Less than 40% did not receive these services. Of the 88 participants that returned the survey, all of the respondents indicated whether they *received or did not receive* services from MR/DD. (See Figure 2.)
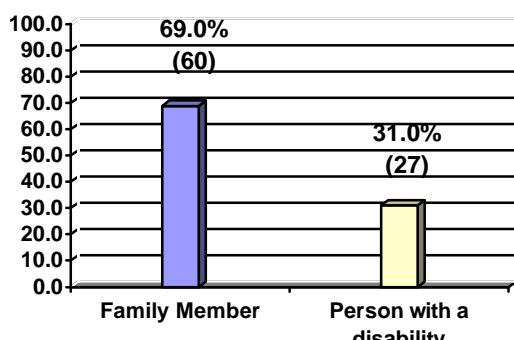
Figure 1: Written Survey Respondents

69.0% (60) Family Member
31.0% (27) Person with a disability

Missing = 1

Figure 2: Respondents Receiving Services

Don't receive services 37.5% (33)
Received Services 62.5% (55)

Missing = 0

2
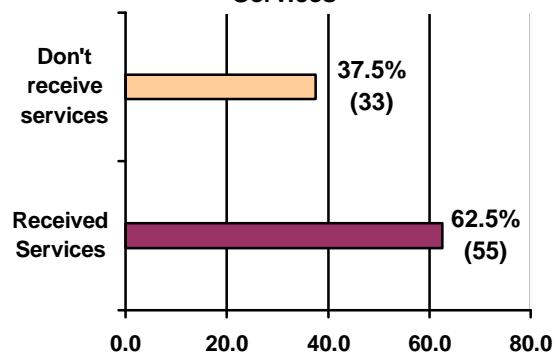
Focus Group Respondents:

In addition to the written surveys, 14 focus groups were held in the Region II area. There were 110 individuals who participated in the focus groups, 43.6% (48) were individuals with a developmental disability, and the other 56.4% (62) were family members. Over half (55.6%) of the focus group participants received services. The following summarizes the results of both the written surveys and the focus groups.

EMPLOYMENT ISSUES

Survey respondents were asked to rank where adults with disabilities work/spend their day in the community. The options were (1) non-employment situations; (2) sheltered employment; (3) community employment with paid supports; and (4) regular job in the community. (See Table 3.)

Table 3. Most and Least Likely Place to Work

Item	Non-Employment Situation	Sheltered Employment	Community Employment with Paid Supports	Regular Job in the Community
Where do adults with disabilities work/spend their day in your community	30 (44.1%)	18 (26.5%)	13 (19.1%)	7 (10.3%)
Where do adults spend the Least amount of time	11 (16.7%)	13 (19.7%)	2 (3.0%)	40 (60.6%)

The respondents were also asked whether the different types of employment opportunities were (1) inadequate; (2) fair; (3) good; or (4) excellent. Table 4 presents the findings. Of the four employment options, sheltered employment services were rated as most adequate (mean of 1.97) and regular jobs in the community were rated as least adequate (mean of 1.52).

Table 4. Adequacy of Employment Settings

Item	Inadequate	Fair	Good	Excellent	Mean
Regular job in the community (29)	15 (51.7%)	13 (44.8%)	1 (3.4%)	0 (-)	1.52
Community Employment with paid support (64)*	30 (46.9%)	17 (26.6%)	16 (25.0%)	1 (1.6%)	1.81
Sheltered Employment (69)*	30 (43.5%)	14 (20.3%)	22 (31.9%)	3 (4.3%)	1.97
Non-employment situation (54)*	23 (42.6%)	18 (33.3%)	10 (18.5%)	3 (5.6%)	1.87
Scale: 1=Inadequate....4=Excellent *Total number responding					

Figure 3 reflects respondents rating of the opportunities for regular or supportive employment for people with disabilities in their community. The rating was on a four-point

scale (1=Inadequate…4= Excellent). Opportunity for employment in the community was seen as *fair* to *inadequate* by 85.3% of those who responded to the question.

Figure 3. Regular or Supported Employment Opportunities

Category	Percentage (Count)
Excellent	5.3% (4)
Good	9.3% (7)
Fair	29.3% (22)
Inadequate	56.0% (42)
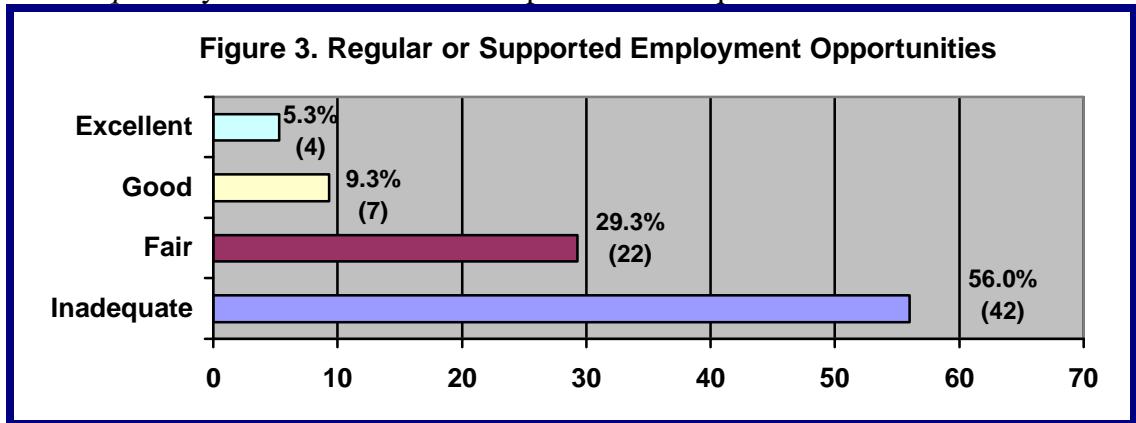
Employment Focus Group Discussion In Region II:

Focus group participants from Region II were asked to discuss the issues they have with employment, including: 1.) problems and challenges they have experienced in getting employment, and 2.) help and support they need to gain employment. Issues concerning employment are in detail below.

Employment Problems and Challenges:

The focus group participants from the Region Two service area discussed the problems they have experienced related to employment. The most common theme for the participants was few or no job opportunities (17 comments). Illustrative comments related to employment challenges are provided in detail in the section below. Top themes related to employment are provided in detail in Figure 4.

Few or No Job Opportunities (17 comments):

There are few or little job opportunities for individuals in the Region II service area. *The availability of jobs in this area is poor.* Sheltered Workshop employment seems to be one of the only opportunities, and it cannot supply everyone with a job. One focus group participant asked the question *what is there for employment besides High Hopes Workshop?* Another focus group participant commented that *no one from Trenton is working at the workshop.*
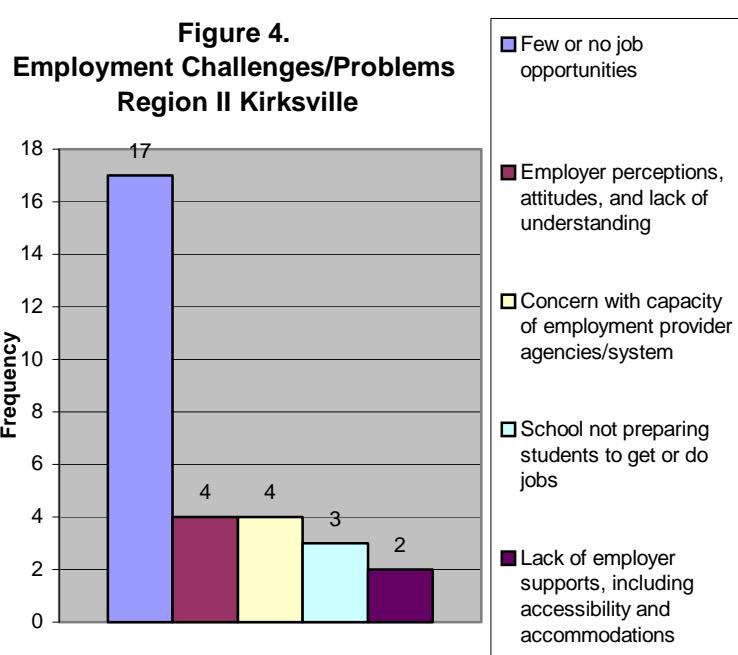
Figure 4. Employment Challenges/Problems Region II Kirksville

Challenge	Frequency
Few or no job opportunities	17
Employer perceptions, attitudes, and lack of understanding	4
Concern with capacity of employment provider agencies/system	4
School not preparing students to get or do jobs	3
Lack of employer supports, including accessibility and accommodations	2

4

Employment Help and Supports:

Focus group participants in the Region II service area also discussed the types of help and support they have received for employment. There were two types of help that focus group participants listed, *employment supports through public/private organizations* (8 comments), and *transition programs through the school systems* (2 comments). Some illustrative comments are included in detail in the section below. The related themes are provided in detail in Figure 5.

**Figure 5.
Employment Help/Support -
Region II Kirksville**

- ■ Employment supports through public/private county and local organizations and providers.
- ■ Transition programs through the school systems.

20.0%
(2)

80.0%
(8)
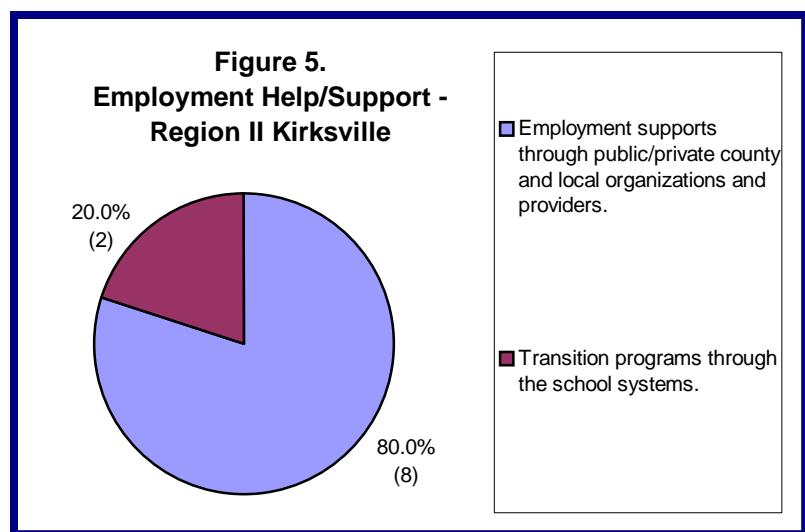
Employment Supports Through Organizations (8 comments):

A few comments were made bout employment supports that individuals receive through public and private organizations. For example, a local *SB40 Board provides job coaching, and transition from school to work*. Another focus group participant gave the example of the *Learning Center* which *assisted me in getting my job.*

RESIDENTIAL SETTING ISSUES

The next section examined was residential settings. The respondents were asked to identify where people with disabilities in their community were most likely to live: (1) a place of their own; (2) at home with family and friends; (3) group home; or (4) large segregated facilities. The majority (50.0%) noted that most were likely to live at home with family or friends. People with disabilities were least likely (5.3%) to live in a group home or large segregated facilities. Only (13.2%) noted that people with disabilities live in a place of their own. (See Table 5.)

Table 5. Most and Least Likely Place to Live

| Item	Place of their own	At home with family/friends	Group home	Large segregated facilities
Where most likely to live	10 (13.2%)	58 (76.3%)	4 (5.3%)	4 (5.3%)
Where least likely to live	32 (45.7%)	0 (-)	20 (28.6%)	18 (25.7%)

The availability of residential settings was assessed on a four-point scale: (1=Not Available…4=Very Available). Of those who rated the availability of a *place of their own* (71), 19.7% responded as *not available*, while 66.2% indicated that they were *somewhat available.* The most available residential setting was *at home with family/friends* (mean 3.19*),* with *a place*

of their own being the next most available (mean 1.97). Few respondents (11.1% of 63) indicated *large segregated facility* as being *Most Available* or *Very Available*. (See Table 6.)

Table 6. Availability of Housing/Living Settings

Item	Not available	Somewhat available	Most available	Very available	Mean
Place of their own (71)*	14 (19.7%)	47 (66.2%)	8 (11.3%)	2 (2.8%)	1.97
At home with family/friends (80)*	4 (5.0%)	5 (6.3%)	43 (53.8%)	28 (35.0%)	3.19
Group home (71)*	37 (52.1%)	16 (22.5%)	10 (14.1%)	8 (11.3%)	1.85
Large segregated facilities (63)*	45 (71.4%)	11 (17.5%)	5 (7.9%)	2 (3.2%)	1.43
*Mean: 1=Not available…4=Very available *Total number responding*					

Figure 6 shows how respondents rated the opportunities for community-based housing/living options. The rating was on a four-point scale (1=Inadequate… 4= Excellent). Opportunity for community-based housing/living was

Figure 6. Community-Based Housing/Living Opportunities

- Excellent: 4.1% (3)
- Good: 16.2% (12)
- Fair: 23.0% (17)
- Inadequate: 56.8% (42)

rated as *fair* (23.0%), or *inadequate* (56.8%) by over 79% of the respondents.
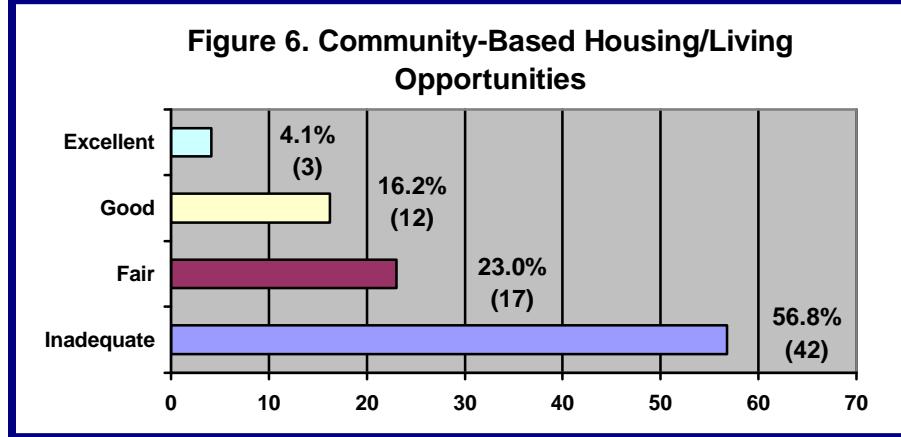
Housing Focus Group Discussion In Region II:

The focus groups in the Kirksville Regional Center service area (Region II) discussed issues related to housing such as 1.) Problems and challenges experienced in finding a place to live; and 2.) Helps and supports received for housing. Housing related issues discussed in the focus groups in Region II are presented below.

Housing Problems and Challenges:

Many of the focus group participants had experienced problems and challenges trying to obtain housing. One common theme from the focus groups related to the *lack of accessible, affordable, and safe housing in the community* (10 comments). Illustrative comments are related to the top themes in problems and challenges are provided in detail below. Housing themes are presented in detail in Figure 7.

6

Lack of Accessible, Affordable, and Safe Housing (10 comments):

Focus group participants made several comments about the lack of accessible and affordable housing for individuals with disabilities. According to one focus group participant, *availability of affordable accessible housing is poor*. Another stated that *housing here* [in their community] *is not accessible*. One person attending a focus group commented that *I live with my sisters. There is not a place where I can afford to live.*

Figure 7. Housing Problems/ Challenges - Region II Kirksville

- Lack of accessible, affordable, safe housing in the community. (10)
- Need more in-home supports and services. (5)
- Long waiting lists for HUD housing and other community programs. (2)
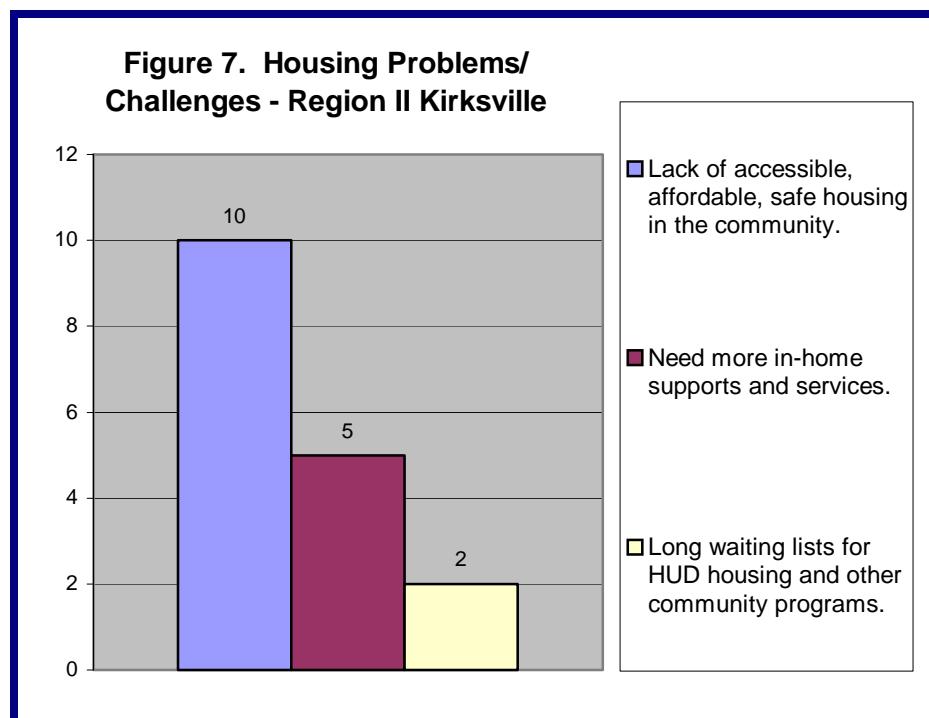
Need More In-Home Supports and Services (5 comments):

People with disabilities need more in-home types of support and services that would help a person with a disability obtain affordable housing. One focus group participant stated that *there is some low income housing areas in some town or Senior Centers, but the local Housing Authority is inadequate.* Another focus group participant stated that *there is not a lot of housing support*.

Housing Support and Help:

Supports and help that people have experienced for housing were also discussed in focus groups in Region II. One support discussed related *to public programs, resources and organizations that help with housing* (5 comments). Some illustrative comments related to housing support in Region II are provided in detail below. The housing support themes are presented in Figure 8.

Figure 8.
Housing Help/Support -
Region II Kirksville

Legend:
- Public programs, resources, and organizations that help with housing (i.e. HUD programs).
- Persons living with family.
- Community living supports in congregate residential settings.
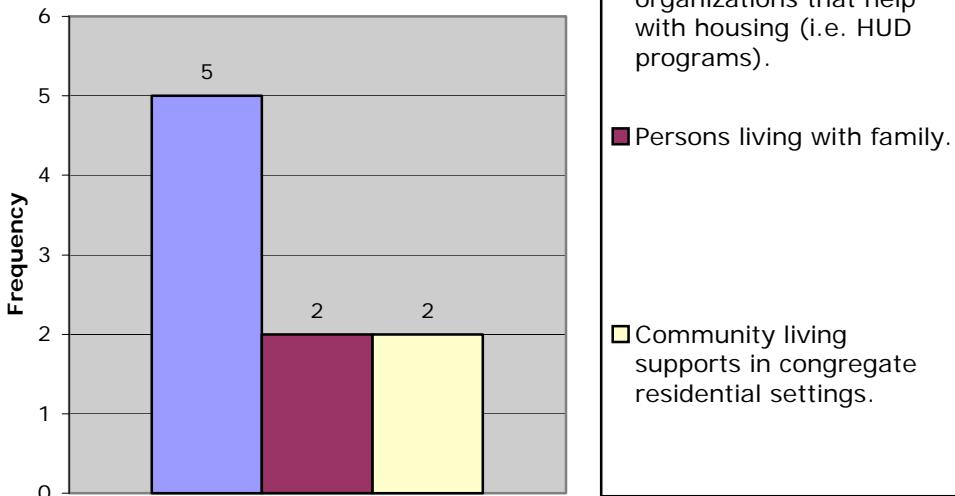
Public Programs, Resources, Organizations that Provide Housing Support (5 comments):

The comments made by focus group participants in Region II about public programs and resources that provide help with housing included the following comments:

- *We mostly live independently in low income housing or with our families;*
- *A Federally funded housing unit, which is accessible, refused a quadriplegic to live there. There is Brookfield Village which is lower income housing.*
- *It took some time to find a HUD approved housing that is nice and comfortable.*

TRANSPORTATION ISSUES

The next area that was discussed on the survey was transportation issues. Four types of transportation were examined: (1) special transportation; (2) public transportation; (3) family and friends; and (4) self-transportation. Very few noted that people with disabilities in their community were likely to use self-transportation (6.7%). Most respondents reported that the most likely use was public transportation (74.7%). (See Table 7.)

Table 7. Most and Least Likely Transportation Choice

Item	Special Transportation	Public Transportation	Family and Friends	Self-transportation
How do people get around	9 (12.0%)	56 (74.7%)	5 (6.7%)	5 (6.7%)
Least likely	32 (46.4%)	0 (-)	18 (26.1%)	19 (27.5%)

8

The adequacy of transportation options was assessed on a four-point scale (1=Inadequate… 4=Excellent). Of those rating *special transportation*, over 60% rated it as *inadequate.* Of those who rated *public transportation*, over 55% felt it was either *inadequate* or *fair*. While *self transportation* received an overall rating of *fair* to *good*, 29.3% rated it as *inadequate* and 53.7% rated it as *excellent.* Table 8 presents the findings.

Table 8. Adequacy of Transportation

Item	Inadequate	Fair	Good	Excellent	Mean
Special transportation (73)*	44 (60.3%)	11 (15.1%)	3 (4.1%)	15 (20.5%)	1.85
Public transportation (84)*	6 (7.1%)	44 (52.4%)	27 (32.1%)	7 (8.3%)	2.42
Family and friends transportation (47)*	15 (31.9%)	8 (17.0%)	10 (21.3%)	14 (29.8%)	2.49
Self transportation (41)*	12 (29.3%)	5 (12.2%)	2 (4.9%)	22 (53.7%)	2.83
1=Inadequate…4=Excellent *Total number responding					

Figure 9 shows how respondents rated community-based transportation opportunities for people with disabilities. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based transportation was rated as *fair* (24.3%) or *inadequate* (55.4%) by over 79% of the respondents.

Figure 9. Community-based Transportation Opportunities

Transportation Focus Group Discussion in Region II:

Focus group participants in Region II discussed issues related to transportation including 1.) Problems and challenges, and 2.) Help and support received for transportation. Discussion of transportation issues as it relates to the focus groups conducted in Region II are provided in detail below.

Transportation Challenges/Problems:

Focus group participants discussed some of the challenges and problems they have experienced trying to obtain transportation. One common theme among the focus groups were related to *availability and transportation options* (13 comments). Illustrative comments about the top common transportation themes from the focus groups are provided in detail below. Illustrative comments related to the top themes in transportation challenges are presented in detail in Figure 10.

Figure 10.
Transportation Challenges/Problems - Region II Kirksville

Legend:
- Availability and transportation options, especially in rural areas.
- Limited routes to fully access community, especially in rural areas.
- Cost to meet transportation needs.
- Limited transportation schedules.
- Reliable, consistent transportation services (e.g. arrive on time).

Availability and Transportation Options (11 comments):

Several focus group participants discussed the lack of availability of transportation, and options as it related to the Region II areas. One focus group participant stated that there were *no public transportation options* in their area. Another focus group suggested that *more transportation* is needed *at night or on weekends*. Suggestions to improve the lack of availability were made by other focus group participants as well. One asked *could cabs have discounts for people with disabilities like they give to senior citizens.* Other comments regarding the lack of accessible transportation included:
- *Wider Opportunities has some transportation if you go there.*
- *SB40 does offer vouchers but there are not many resources for transportation to use them.*
- *OATS is the only transportation.*
- *Availability lacks in the small rural community.*

Transportation Help and Support:

Focus group participants in Region II discussed the types of help and support they had received for transportation. One of the common types of supports *was various public transportation providers or collaborations* (8 comments). Illustrative comments as they relate to the top common transportation help themes are provided in detail below. The common themes are presented in Figure 11.

Public Transportation Providers and Collaborations (8 comments):

In some areas in Region II, there are public transportation providers and public collaborations that provide support for transportation. In one Region II area, *we have the OATS bus for scheduled doctor appointment.* Another focus group participant commented that *Kirksville Transportation* (KirkTran) *will take me to speech therapy.* One focus group participant utilizes *the night bus from the developmental center* for transportation.
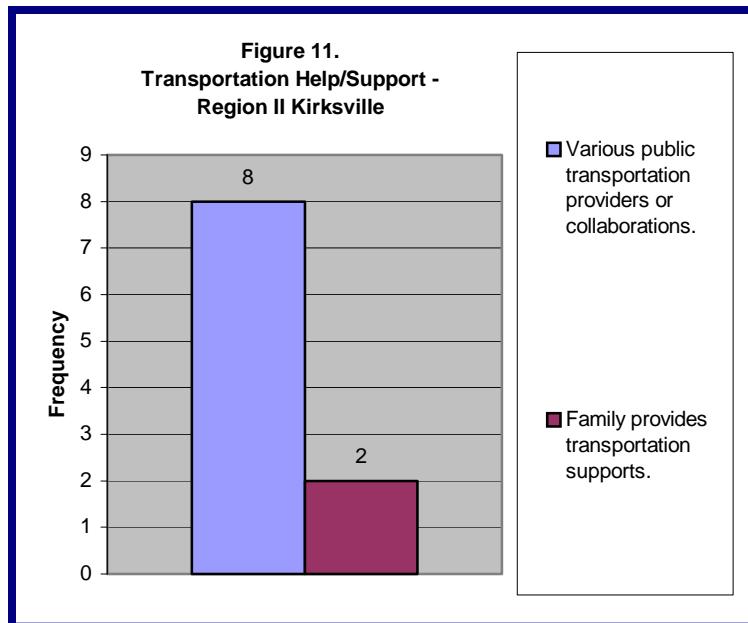
Figure 11.
Transportation Help/Support -
Region II Kirksville

■ Various public transportation providers or collaborations.

■ Family provides transportation supports.

CHILDCARE ISSUES

Respondents were asked to identify the childcare option used most and least in their community by families who have a child with a disability. The childcare options given in the survey included: (1) regular childcare; (2) segregated or special childcare; and (3) family or friends. Most noted that *family or friends* were the *most likely* choice for childcare (68.1%). Few (5.6%) saw *segregated or special childcare* as the *most likely choice*. (See Table 9.)

Table 9. Most and Least Likely Child Care Choice

Item	Regular childcare	Segregated or special childcare	Family or friends
Most likely childcare	19 (26.4%)	4 (5.6%)	49 (68.1%)
Least likely childcare	29 (43.3%)	33 (49.3%)	5 (7.5%)

The adequacy of childcare options was assessed on a four-point scale (1=Inadequate…
4=Excellent). The lowest rating was for *segregated childcare*, which received a mean rating of
1.37. Over three-quarters of the respondents rating this option rated this setting as *inadequate.*
The highest rating was for *family childcare* (mean of 2.65). Almost two-thirds of those rating
this option rated this type of childcare as *good* or *excellent.*

Table 10. Adequacy of Child Care

Item	Inadequate	Fair	Good	Excellent	Mean
Regular childcare (68)*	27 (39.7%)	21 (30.9%)	18 (26.5%)	2 (2.9%)	1.93
Segregated childcare (65)*	50 (76.9%)	6 (9.2%)	9 (13.8%)	0 (-)	1.37
Family childcare (68)*	9 (13.2%)	14 (20.6%)	37 (54.4%)	8 (11.8%)	2.65
Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 12 reflects how respondents rated the opportunities for community-based
childcare for families with a child who has a disability. The rating was on a four-point scale
(1=Inadequate…4= Excellent). Opportunity for community-based childcare for children with
disabilities was rated as *inadequate* by 68.8% of the respondents, and *good* by 7.8%.
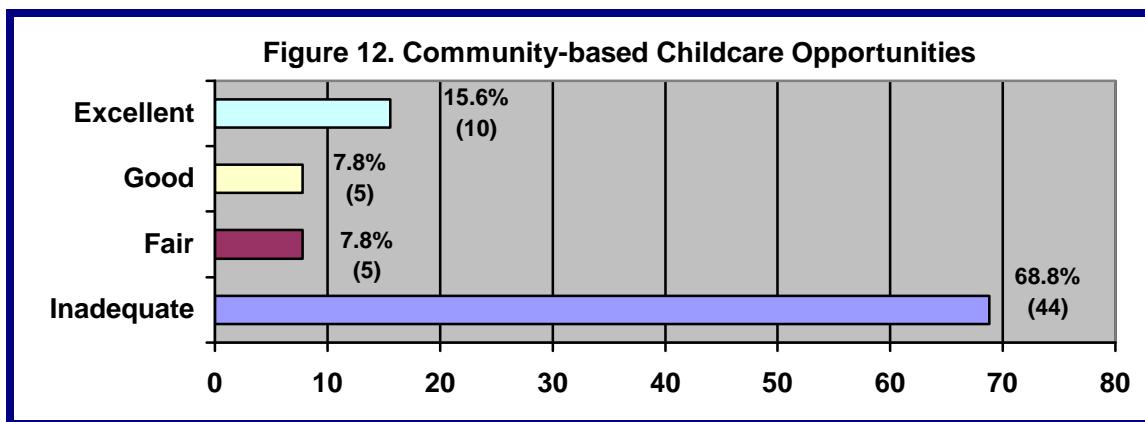
Figure 12. Community-based Childcare Opportunities

Childcare Focus Group Discussion in Region II:

Focus group participants discussed the problems and challenges they have experienced in
trying to obtain childcare for their child with a disability. In addition, the focus groups also
examined the types of childcare helps and supports available. This section presents the findings
from focus groups in the Region II service area in detail.

Childcare Problems:

Participants in the focus groups conducted in Region II discussed the challenges and
problems they experienced in trying to obtain childcare. One common theme that emerged from

the focus groups was that there are *few or no options for childcare* (8 comments). Illustrative comments related to the top common childcare problems are provided below. Themes from the focus groups in Region II as relates to childcare problems are presented in Figure 13.

Figure 13.
Childcare Problems -
Region II Kirksville

Frequency

- Few or no options for childcare.
- Lack of providers, or sitters with specialized skills to support kids with a disability.
- Lack of family/friends to provide childcare.

8, 6, 3
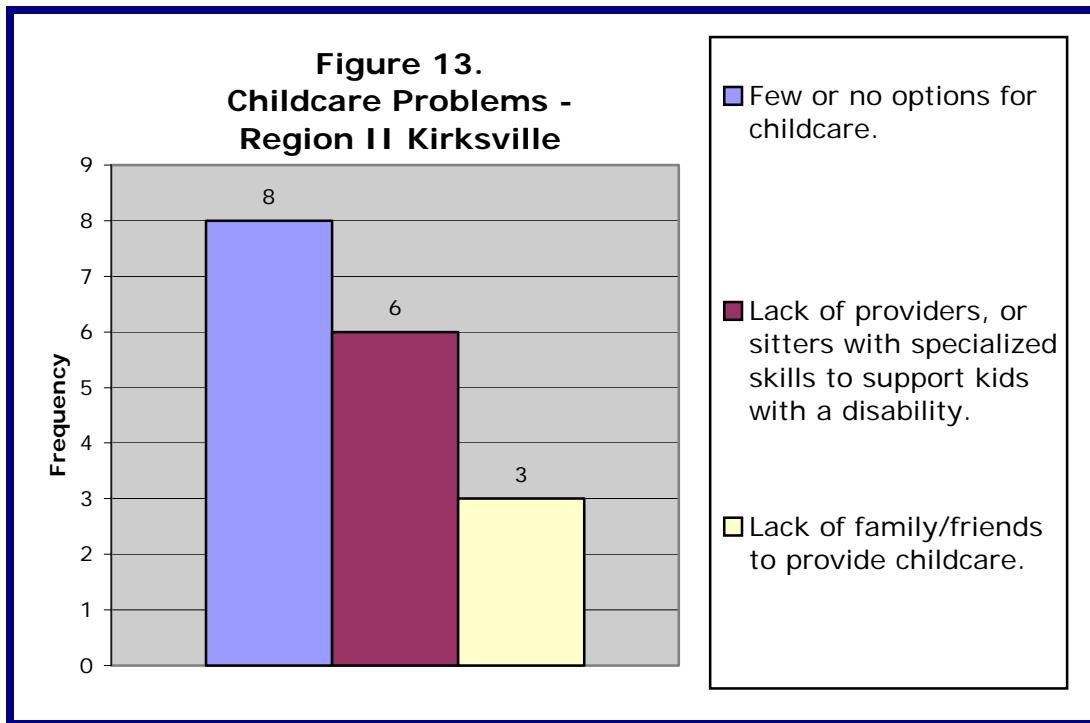
Few or No Options for Childcare (8 comments):

Focus group participants in Region II stated that there were not many options for childcare, and *the need for childcare is high.* A participant gave an example of the community they lived in and the lack of childcare *Macon County is lacking childcare for children with disabilities.* Other participants echoed these statements. One participant commented that *there are no after school programs for the district, or any other organizations, only private individuals.* Another problems contributing to the lack of childcare options is that *it is difficult to keep sitters, and it is hard for therapists to go to the sitter's home because it makes the childcare provider nervous.*

Lack of Providers with Skills (6 comments):

There are a lack of providers and babysitters with the skills to provide appropriate childcare for children with disabilities. As one participant stated, *education for childcare is needed.* Other families participating in the focus group discussed personal experiences. One parent provided an example, *my daughter was non-verbal. Childcare providers had no clue what she needed and it was difficult.* Another family member commented that *finding a sitter willing to take the chance to understand and take a child with Autism is hard.*

Childcare Help and Support:

There was only one comment made in the focus groups conducted in Region II about childcare help and support: *The Safe Center provides some graining for services.*

EARLY INTERVENTION SERVICE ISSUES

The next section of the survey examined issues related to early intervention programs or services. The programs that the survey focused on were: (1) First Steps; (2) special needs pre-school; (3) Head Start; (4) regular pre-school; and (5) therapies. *First Steps* was indicated as the *most likely* to be used by 46.8% of the survey respondents. *Special needs pre-school* was identified as *least likely* to be used by 32.8% of the respondents.

Table 11. Most and Least Likely Early Intervention Service Choices

Item	First Steps	Special needs pre-school	Head Start	Regular pre-school	Therapies
Child services	29 (46.8%)	7 (11.3%)	10 (16.1%)	8 (12.9%)	8 (12.9%)
Child services least likely	7 (12.1%)	19 (32.8%)	7 (12.1%)	14 (24.1%)	11 (19.0%)

The adequacy of early intervention services was rated on a four-point scale (1=Inadequate…4=Excellent). *First steps/infant-toddler programs* received the highest mean rating (2.93). Table 12 presents the data.

Table 12. Adequacy of Early Intervention Services

Item	Inadequate	Fair	Good	Excellent	Mean
First steps/infant-toddler programs (57)*	7 (12.3%)	12 (21.1%)	16 (28.1%)	22 (38.6%)	2.93
Special needs pre-school (56)*	29 (51.8%)	11 (19.6%)	7 (12.5%)	9 (16.1%)	1.93
Head Start (61)*	10 (16.4%)	24 (39.3%)	20 (32.8%)	7 (11.5%)	2.39
Regular pre-school other than Head Start (58)*	11 (19.0%)	17 (29.3%)	20 (34.5%)	10 (17.2%)	2.50
Therapies (59)*	20 (33.9%)	17 (28.8%)	15 (25.4%)	7 (11.9%)	2.15
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 14 shows how respondents rated the availability of early intervention services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Approximately 76% of the respondents saw early intervention services as *mostly available* or *somewhat available.*

14

Figure 14. Early Intervention Opportunities

Category	Percentage (Count)
Very Available	14.1% (9)
Mostly Available	31.3% (20)
Somewhat Available	45.3% (29)
Not Available	9.4% (6)

Early Intervention Focus Group Discussion in Region II:

Focus group participants in the Region II service area discussed the ways that early intervention services and supports had helped to enhance potential. Early intervention and related issues are presented in detail below.

Early Intervention Services and Supports:

Focus group participants are getting early intervention services and supports from a variety of different entities. One common source for early intervention is through *the First Steps program, and other infant and toddler programs* (5 comments). Some illustrative comments are provided below in detail. The common themes about early intervention are presented in Figure 15.

Figure 15. Early Intervention Service/Supports - Region II Kirksville
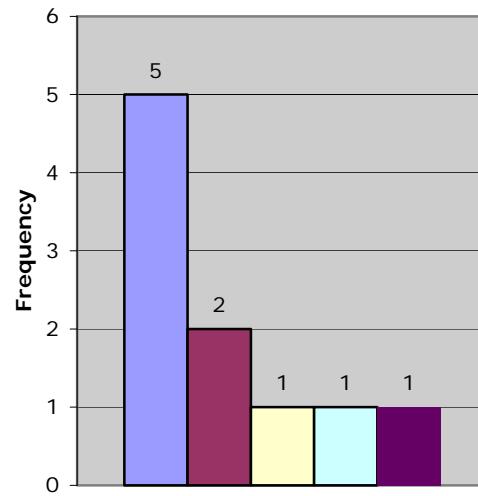
Frequency values: 5, 2, 1, 1, 1

Legend:
- First Steps program and other infant/toddler programs provided early intervention supports.
- Special needs pre-school provided supports for the child and family.
- Parents as Teachers program offered supports for the child and family.
- Other community resources (e.g. churches, civic organizations) supporting early intervention services.
- Head Start assisted in preparing child for school.

*First Steps Program and Other Infant Toddler Programs Provide Early Intervention
(5 comments):*

The First Steps program and other infant toddler programs often provide a needed source for early intervention programs. One family stated *we would not have made it without First Steps*. Another focus group participant provided an example of how First Steps helped their family. *The First Steps program was introduced to us, and we started therapy at six months up to Kindergarten. All of his [our family member] therapy was provided through First Steps.* Other comments about infant toddler programs included:

- *We definitely benefited from First Steps, it covered what we could not pay to do.*
- *Great experiences with early childhood program. The teacher is great, and makes things happen.*

EDUCATIONAL SERVICE ISSUES

The survey respondents were asked what type of school services were most and least likely to be used. The types of educational services were: (1) included in regular public school education; (2) special public school education; (3) state school education; and (4) private home education. None used *private/home education* (0%). Respondents indicated that the most often used educational services were either *special public school education* (40.6%) or *included in regular public school education* (55.1%). (See Table 13.)

Table 13. Most and Least Likely Educational Services Choices

Item	Included in regular public school education	Special public school education	State school education	Private/home education
What types of educational programs most likely to use	38 (55.1%)	28 (40.6%)	3 (4.3%)	0 (-)
What types of educational programs least likely to use	11 (16.9%)	6 (9.2%)	30 (46.2%)	18 (27.7%)

The adequacy of educational services was rated on a four-point scale (1=Inadequate… 4=Excellent). The highest rated educational type was *regular public school education* (mean of 2.64). The lowest was *state school* (mean of 1.57). Table 14 presents the findings.

Table 14. Adequacy of School Services

Item	Inadequate	Fair	Good	Excellent	Mean
Included in regular public school education (73)*	5 (6.8%)	25 (34.2%)	34 (46.6%)	9 (12.3%)	2.64
Special public school education (68)*	8 (11.8%)	22 (32.4%)	29 (42.6%)	9 (13.2%)	2.57
State school (42)*	25 (59.5%)	10 (23.8%)	7 (16.7%)	0 (-)	1.57
Private-home education (48)*	20 (41.7%)	15 (31.3%)	12 (25.0%)	1 (2.1%)	1.88
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Respondents were asked to rate the availability of (1) inclusive educational opportunities; (2) transition services; and (3) post-high school opportunities in their community. Figures 17-19 detail the results.

Figure 16 shows how respondents rated the availability of inclusive educational services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Inclusive educational opportunities* were seen as *somewhat available* by 41.2% of the respondents.

Figure 16. Inclusive Educational Opportunities

| Rating	Value
Very Available	16.2% (11)
Mostly Available	32.4% (22)
Somewhat Available	41.2% (28)
Not Available	10.3% (7)

Figure 17 shows how respondents rated the availability of transition services for people with disabilities from school to work in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Transition services* were seen as *somewhat available* by 46.8% of the respondents.
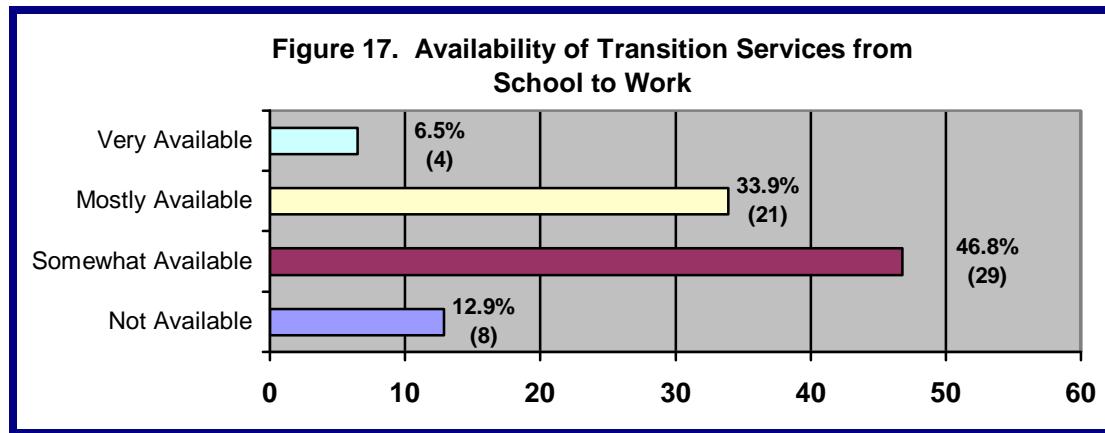
Figure 17. Availability of Transition Services from School to Work

| Rating	Value
Very Available	6.5% (4)
Mostly Available	33.9% (21)
Somewhat Available	46.8% (29)
Not Available	12.9% (8)

Figure 18 shows how respondents rated the availability of post-high school educational opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of post-high school educational opportunities was seen as *somewhat available* (37.7%) or *not available* (29.5%) by over 65% of the respondents.

Figure 18. Availability of Post-high School Educational Services

|	
Very Available	6.6% (4)
Mostly Available	26.2% (16)
Somewhat Available	37.7% (23)
Not Available	29.5% (18)
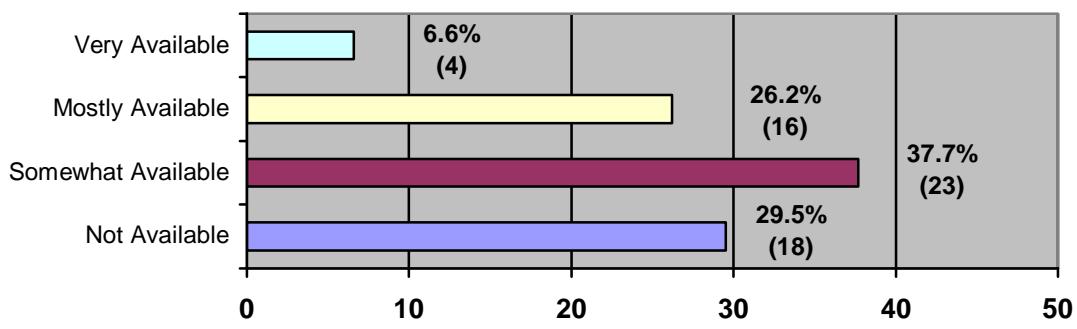
Education Focus Group Discussion in Region II:

Experiences with the educational system were discussed in focus groups conducted in the Region II service area. Focus group participants related 1.) the barriers and problems experienced with education, and 2.) the helps and supports received that helped maximize educational potential. Focus group discussions related to education are provided in detail below.

Educational Problems and Challenges:

Focus group participants in Region II discussed the types of challenges and problems they have experienced with the education system. One common theme discussed by the focus group participants was that they *need more therapies and associated support services* (5 comments). Illustrative comments from the top common themes are provided in detail below. Themes related to challenges and problems in education are presented in Figure 19.

Figure 19. Education Challenges/Problems - Region II Kirksville
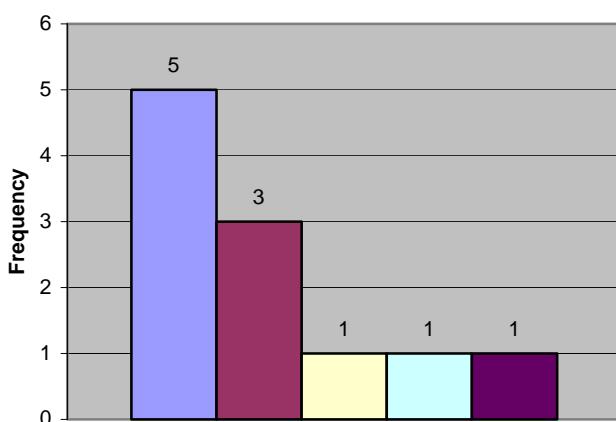
- Need more therapies and associated support services.
- Lack of quality, individualized supports are minimizing student potential.
- Lack of school knowledge of best practices supports for students with DD.
- Need more inclusive educational options for students with DD.
- Lack of resources limiting needed supports and services.

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Need More Therapies and Associated Support Service (5 comments):

Some focus group participants commented on the need for more therapies and associated types of support services. In many rural areas, these types of services are not available. In one area, *no therapy is being provided by the school, they just do not have the one on one staff, so my family travels out of the county.* One focus group participant echoed this statement, *therapies are out of town.* Therapy may be available for younger children, but *therapies seem to decrease significantly when kids are in high school.* Another commented that *speech therapy is not always available in school systems.*

Educational Help and Supports:

Focus group participants also discussed the types of education help and support they had received. One common them among the participants in the Region II focus groups was that they were satisfied with school services received (6 comments). Illustrative comments about educational help and support are provided in detail below. Common themes are presented in Figure 20.

Figure 20. Education Help/Support - Region II Kirksville

Legend:
- Students/families satisfied with school services received. — 6
- Student supported to graduate or receive GED. — 1
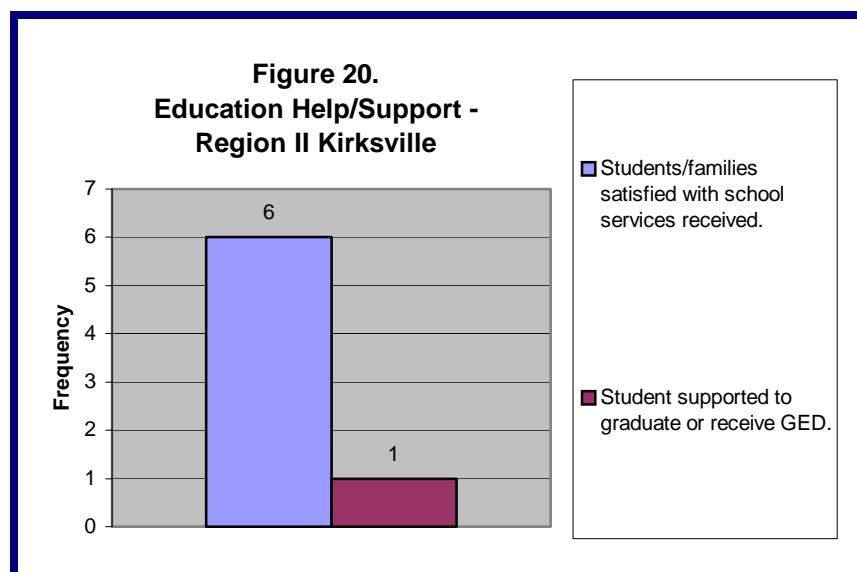
Students and Families are Satisfied with Service (6 comments):

Focus group participants were satisfied with the services they have received from schools. One participant stated that *this county's school has been receptive and positive, and open to ideas. We are very pleased.* Another focus group participant stated that *the school is very willing to accommodate needs.* Other comments regarding satisfaction with educational services received are the following:

- *We get what we need from the school.*
- *They are always willing to listen to new ideas.*
- *My son is completely accepted and knows everyone.*
- *The school system does ok. There is a supportive school board.*

HEALTH CARE SERVICE ISSUES

Survey respondents were asked to identify where people with disabilities were most likely or least likely to go to get health care services in their community. Respondents were asked to select from the following types of health care services: (1) hospitals/emergency room; (2) doctor's office; (3) community health clinics; (4) residential health center; and (5) local health departments. The majority of the respondents indicated that people with disabilities received their health care at the *doctor's office* (70.1%). Few used *local health departments* (3.9%) or *residential health care centers* (1.3%). (See Table 15.)

Table 15. Most and Least Likely Health Care

Item	Hospitals/ Emergency room	Doctor's office	Community health clinics	Residential health care center	Local health departments
Where most likely to go for health care services	12 (15.6%)	54 (70.1%)	7 (9.1%)	1 (1.3%)	3 (3.9%)
Least likely to go	10 (14.1%)	3 (4.2%)	14 (19.7%)	33 (46.5%)	11 (15.5%)

The adequacy of health care services was assessed on a four-point scale (1=Inadequate… 4=Excellent). All health care services were rated as *inadequate* or *fair* by over 45% of those who responded. *Hospitals/emergency rooms* were rated by over 75% of the respondents as *inadequate* (33.3%) or *fair* (44.4%). *Doctor's offices* were rated as *inadequate* (27.7%) or *fair* (59.0%) by 86.7% of the respondents. *Residential care center* received the highest mean rating (2.77) and *Hospitals/emergency rooms* received the lowest mean rating (1.86).

Table 16. Adequacy and Availability of Health Care Services

Item	Inadequate	Fair	Good	Excellent	Mean
Hospitals/emergency room (72)	24 (33.3%)	32 (44.4%)	10 (13.9%)	6 (8.3%)	1.97
Doctor's office (83)*	23 (27.7%)	49 (59.0%)	11 (13.3%)	0 (-)	1.86
Community health clinics (75)*	20 (26.7%)	29 (38.7%)	5 (6.7%)	21 (28.0%)	2.36
Residential health care center (73)*	18 (24.7%)	17 (23.3%)	2 (2.7%)	36 (49.3%)	2.77
Local health department (78)*	19 (24.4%)	32 (41.0%)	13 (16.7%)	14 (17.9%)	2.28
Scale: 1=Inadequate…4=Excellent		*Total number responding*			

Figure 21 shows how respondents rated the availability of health care services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of health care services was rated as *somewhat available* (32.5%) or *not available* (51.9%) by over 80% of the respondents.
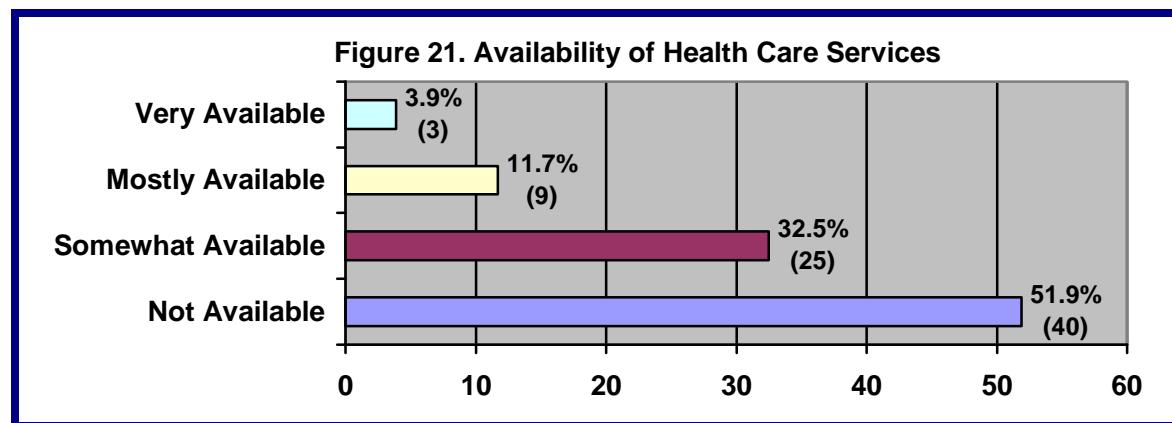
Figure 21. Availability of Health Care Services

Very Available: 3.9% (3)
Mostly Available: 11.7% (9)
Somewhat Available: 32.5% (25)
Not Available: 51.9% (40)

(x-axis: 0, 10, 20, 30, 40, 50, 60)

Figure 22 reflects how respondents rated the availability of dental services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of dental services was rated as *somewhat available* (24.0%), or *not available* (50.0%) by over 70% of the respondents.

Figure 22. Availability of Dental Services

Very Available: 16.0% (8)
Mostly Available: 10.0% (5)
Somewhat Available: 24.0% (12)
Not Available: 50.0% (25)

(x-axis: 0, 10, 20, 30, 40, 50, 60, 70)
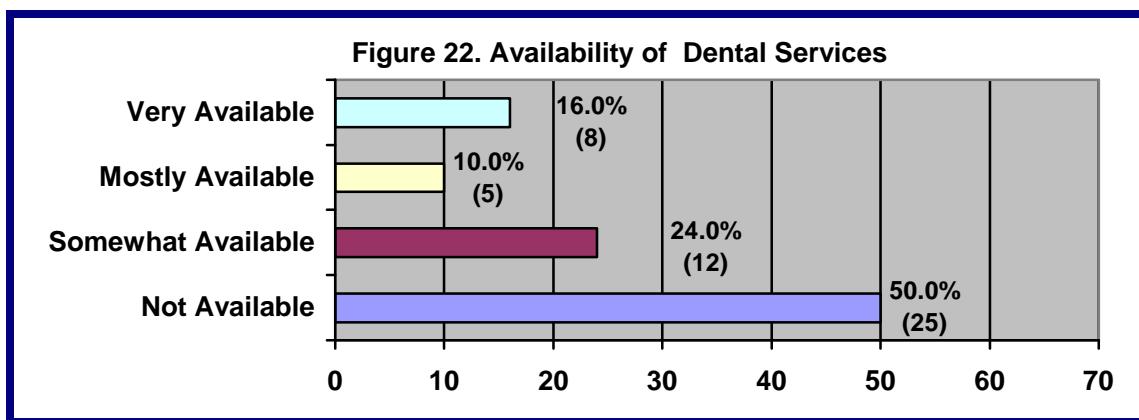
Healthcare Focus Group Discussion for Region II:

Issues relating to healthcare for individuals with disabilities were discussed in the focus groups conducted throughout the Region II service area. Focus group participants related the challenges and problems they had experienced trying to obtain healthcare. The types of healthcare help and support available were also discussed. Focus group discussion of healthcare related issues is presented in detail below.

Healthcare Challenges and Problems:

Healthcare challenges and problems that focus group participants had experienced in the Region II service area were discussed. One common theme to emerge from the focus groups conducted in the Region II area was that there is a *lack of dental services in proximity to the*

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community (10 comments). Illustrative comments related to the top common healthcare problems are provided below. The common healthcare problems themes are presented in Figure 23.

Figure 23.
Healthcare Challenges/Problems -
Region II Kirksville

- Lack of medical resources close to the community.
- Public health insurance program (e.g., Medicaid) issues that impact persons with DD.
- Lack of dental services in proximity to the community.
- Need for more therapists, including OT, ST, PT, in proximity to the community.
- Limited access to transportation to medical appointments.

Bar chart values: 18, 9, 2, 2, 2 (Frequency)
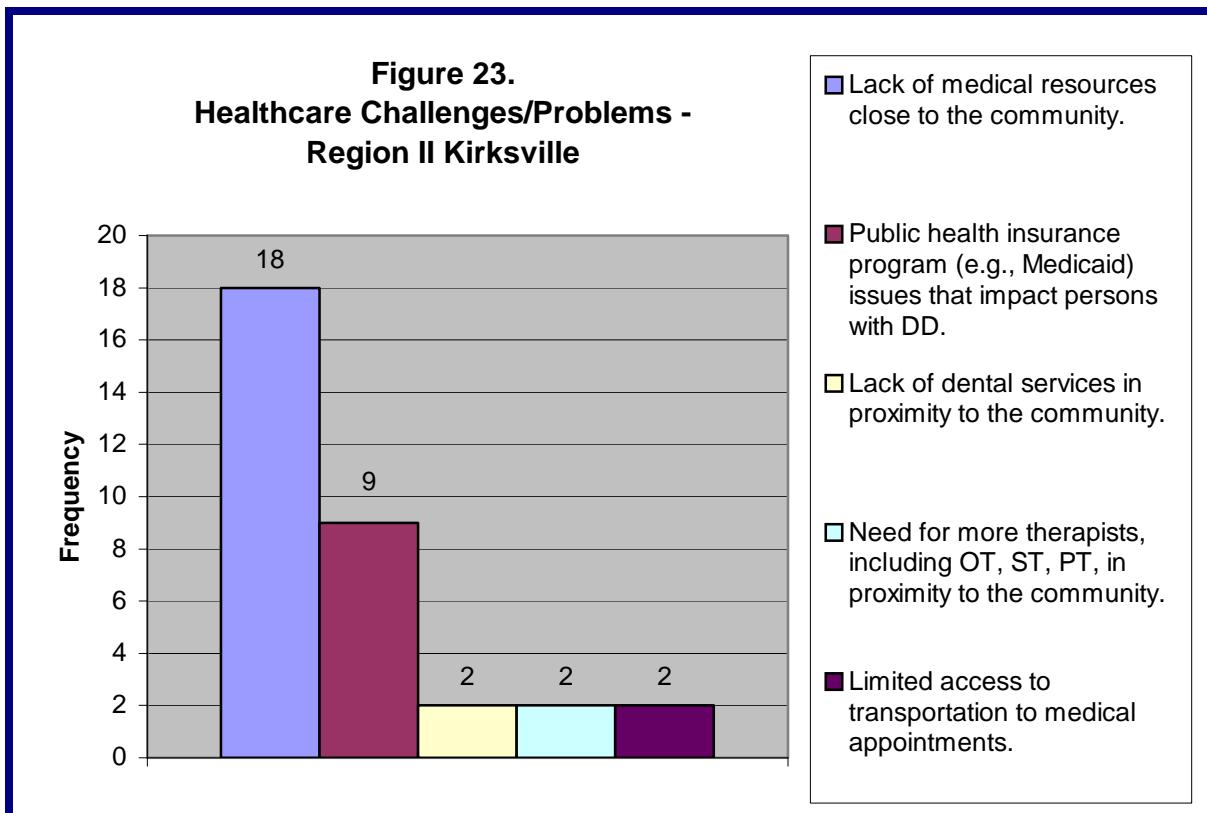
## *Lack of General Medical Resources Close to the Community (18 comments):*

Some comments were made by focus group participants in Region II about the lack of general medical services close to their communities. *We have to go out of town for specialists* commented one focus group participant. One family member commented *we have to drive to the Shriner's Hospital in St. Louis* for services. In other areas, emergency services are not available *Shelbina Clinics are ok, but there is no hospital or emergency treatment available.* Another focus group participant agreed that there is a lack of emergency services. *Our emergency services for people with disabilities are limited.*

Public Health Insurance Issues (9 comments):

People in the Region II service area had trouble *getting insurance, it is a huge problem.* Others lost coverage under Medicaid. *We had the Lopez Waiver but lost it because my son did not fit the criteria any longer. Things have been expensive and we have struggled so much be we cannot have the Lopez Waiver.* Others commented that Medicaid limits the services they can receive for example: *Medicaid only pays for two visits* [for health services].

Healthcare Help and Support:

A few comments were made about help and support received for healthcare, including help received from *doctors and other medical professionals* (4 comments). Some illustrative comments are provided below. The common themes as relates to healthcare help and support are presented in Figure 24.

**Figure 24.
Health Help/Support - Region II Kirksville**

Legend:
- Doctors and other medical professionals.
- Good information about health services being shared (e.g., word of mouth, internet, medical offices).
- Hospitals and clinics.
- Doctors and other medical professionals staying in the community (minimal turnover).
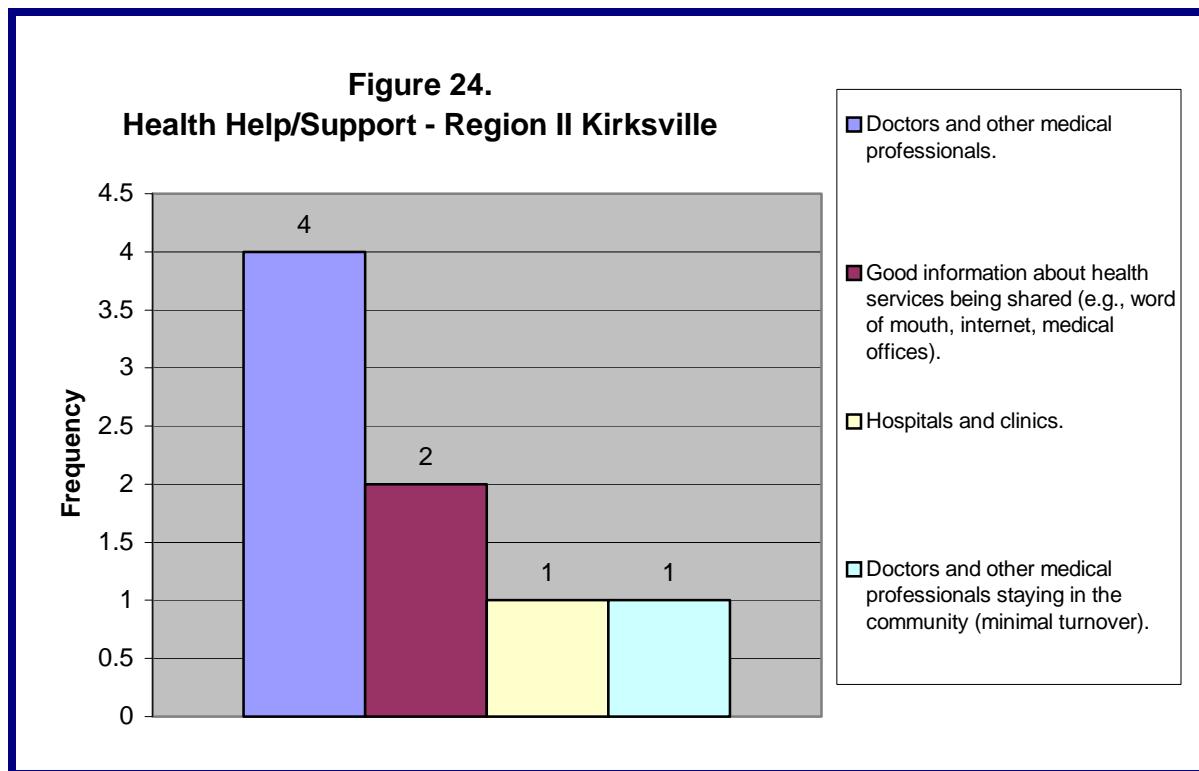
Doctors and Other Medical Professionals (3 comments):

A few focus group participants receive help and support for healthcare through doctors and other health care professionals. In one area, *we have a few doctors and a health department.* Other comments as they related to these types of healthcare supports included:
- *My doctors are good to me.*
- *We have had good experiences.*
- *Good doctors in this area.*

RECREATIONAL/SOCIAL OPPORTUNITY ISSUES

The next part of the survey was related to recreational and social opportunities for people with disabilities in their community. There were three types of opportunities that were addressed: (1) regular community sponsored recreation and social activities/events; (2) accessible community sponsored recreation and social activities/events; and (3) special/

segregated recreation and social activities/events. Almost half of the respondents identified *regular community sponsored recreation and social activities* (45.2%) as being the most likely to be used while another 48.4% identified *special/segregated recreation and social activities/events* as the type most often used. The least likely to be used was *accessible community sponsored recreation and social activity* (6.5%). (See Table 17.)

<div align="center">

Table 17. Most and Least Likely Recreational/Social Opportunities

</div>

Item	Regular community sponsored recreation and social activities	Accessible community sponsored recreation and social activity	Special/segregated recreation and social activities/events
What types of social activities most likely to use	28 (45.2%)	4 (6.5%)	30 (48.4%)
What types of social activities least likely to use	22 (36.1%)	17 (27.9%)	22 (36.1%)

The adequacy of the types of recreational and social opportunities was rated on a four-point scale (1=Inadequate … 4=Excellent). Of those rating *regular community sponsored* opportunities, almost 80% rated the opportunities as *fair* (30.6%), or *inadequate* (48.6%). *Accessible community sponsored opportunities* was rated as *fair* (31.9%) or *inadequate* (47.2%) by 79.1% of those who responded to the question. Over 65% of those responding rated *special segregated* opportunities as *fair* or *inadequate. Special/segregated* received the highest mean (2.03) of the three choices. (See Table 18.)

<div align="center">

Table 18. Adequacy of Recreational/Social Opportunities

</div>

Item	Inadequate	Fair	Good	Excellent	Mean
Regular community sponsored (72)*	35 (48.6%)	22 (30.6%)	13 (18.1%)	2 (2.8%)	1.75
Accessible community sponsored (72)*	34 (47.2%)	23 (31.9%)	13 (18.1%)	2 (2.8%)	1.76
Special/segregated (69)*	31 (44.9%)	15 (21.7%)	13 (18.8%)	10 (14.5%)	2.03
Scale: 1=Inadequate…4=Excellent	*Total number responding*				

Figure 25 shows how respondents rated the availability of accessible recreation opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of accessible recreation opportunities in the community was rated as *somewhat available* (43.4%) or *not available* (32.9%) by over 75% of the respondents.

Figure 25. Availability of Accessible Recreation Opportunities

| Category	Percentage (Count)
Very Available	3.9% (3)
Mostly Available	19.7% (15)
Somewhat Available	43.4% (33)
Not Available	32.9% (25)
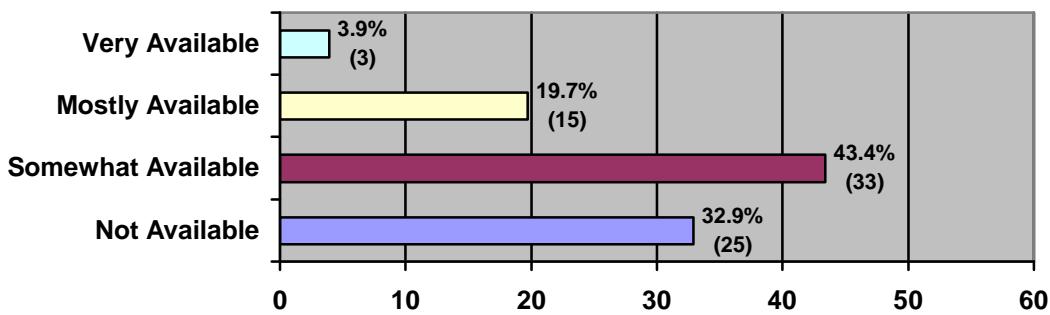
Figure 26 reflects how respondents rated the availability of social opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of social opportunities in the community was rated as *somewhat available* (57.0%), and *not available* (22.8%), by almost 80% of the respondents.

Figure 26. Availability of Social Opportunities in the Community

| Category	Percentage (Count)
Very Available	2.5% (2)
Mostly Available	17.7% (14)
Somewhat Available	57.0% (45)
Not Available	22.8% (18)
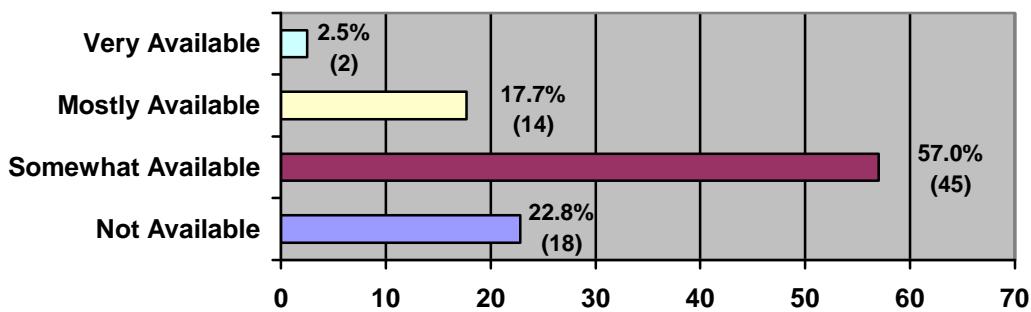
Recreation Focus Group Discussion in Region II:

Participants in focus groups conducted throughout the Region II Regional Center service area discussed the types of challenges and problems experienced in trying to participate in social and recreational opportunities. Focus group participants also discussed the types of social and recreational opportunities available to them in their respective communities. Detailed findings from the focus groups in Region II are provided in the sections below.

Recreation Challenges and Problems with Recreation:

Focus group participants discussed the challenges and problems that they have encountered in trying to find, or participate in, recreational and social activities in their communities. One common theme as discussed by focus group participants in Region II was the fact that there are simply *no recreation opportunities available* for individuals with disabilities (14 comments). Illustrative comments related to the top common themes are provided in detail

below. Figure 27 presents the common themes as discussed in focus groups in the Region II area in detail.

**Figure 27.
Recreation Challenges/Problems -
Region II Kirksville**
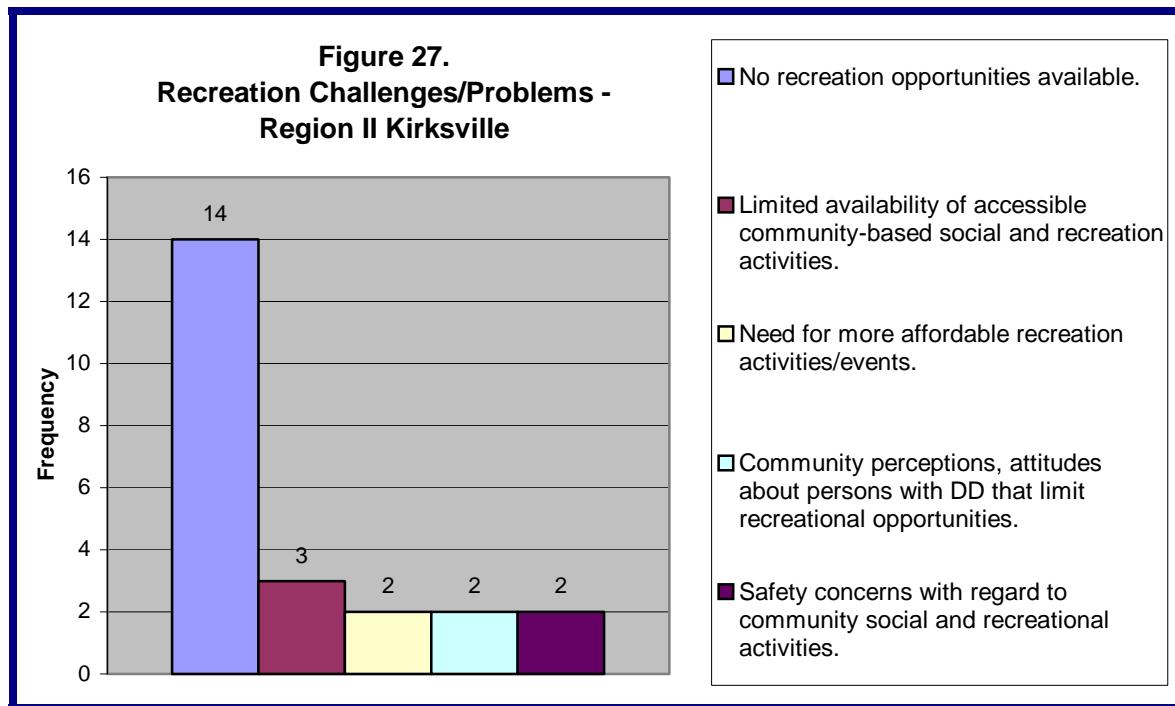
No Recreation Opportunities Available (14 comments):

Some focus group participants stated that there are no recreation opportunities available in their communities. One individual commented *we have to travel to the next county to attend a YMCA.* Another participant in the focus groups stated that there was not much in the way of recreation for their family it is *television only.* One participant would just like *to be able to go to dance class-there are just no options here.*

Recreation Help and Support:

There are some opportunities for social and recreational activities in communities in the Region II Regional Center service area. One common support comes from *segregated programs that provide recreations programs and activities* (9 comments). Illustrative comments related to the top common recreation help and support themes in Region II are provided in detail below. Common recreation help and support themes are presented in Figure 28.

Figure 28.
Recreation Help/Support -
Region II Kirksville

- Segregated programs that provided recreation programs/activities.
- Communities and organizations provided accessible recreation options and support.
- Community initiatives that increased community recreation options for person with DD.
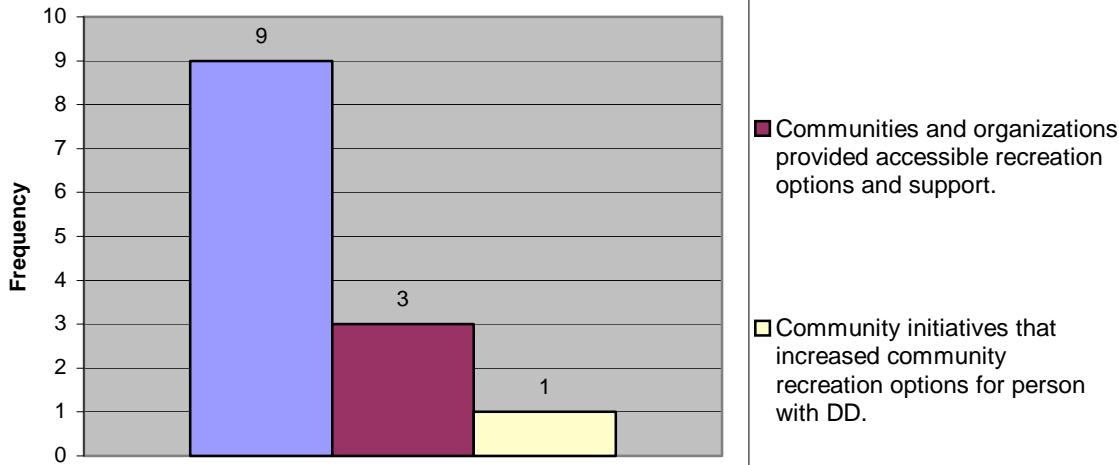
Segregated Programs Provide Recreation (9 comments):

Focus group participants also have access to social and recreational activities in segregated settings. The comments about segregated programs that provide recreational and social opportunities for people with disabilities were about the *Special Olympics* program. These comments included the following:

- *We do have Special Olympics.*
- *The school sponsors Special Olympics at Truman University.*
- *Special Olympics mostly for older children.*
- *Special Olympics or the SB40 here.*
- *Special Olympics is really all we have.*

COMMUNITY RESOURCE/SUPPORT ISSUES

The next section of the survey looked at types of generic community resources/supports people with disabilities are likely to access in their community. The types of community services examined included: (1) civic organizations; (2) faith-based organizations; (3) social service organizations; and (4) family and friends. The type of community resource/support that was *most likely* to be used was *family and friends* (65.2%). The type of community resource/support least likely to be used was *civic organizations*. (See Table 19.)

### Table 19. Most and Least Likely Community Resource/Support Choice

Item	Civic organizations	Faith-based organizations	Social service organizations	Family and friends
What type of community resources are people most likely to use?	3 (4.5%)	10 (15.2%)	10 (15.2%)	43 (65.2%)
What type of community resources are people least likely to use?	37 (58.7%)	11 (17.5%)	13 (20.6%)	2 (3.2%)

The adequacy of the types of generic community resources/supports was evaluated on a four-point scale (1=Inadequate …4=Excellent). Over 75% of the respondents rated *family and friends* as *good* (39.0%) or *excellent* (39.0%). *Family and friends* had a mean of 3.06. Faith-based resources were seen as *good* (60.3%) or *excellent* (11.0%) by over 70% of the respondents. Civic organizations were rated as *inadequate* by 30.8% of the respondents. (See Table 20.)

Table 20. Adequacy of Community Resources/Supports

Item	Inadequate	Fair	Good	Excellent	Mean
Civic organizations (65)*	20 (30.8%)	27 (41.5%)	16 (24.6%)	2 (3.1%)	2.00
Faith-based (73)*	3 (4.1%)	18 (24.7%)	44 (60.3%)	8 (11.0%)	2.78
Social organization (66)*	14 (21.2%)	20 (30.3%)	29 (43.9%)	3 (4.5%)	2.32
Family and friends (77)*	8 (10.4%)	9 (11.7%)	30 (39.0%)	30 (39.0%)	3.06
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 29 indicates how respondents rated how supportive their community is towards people with disabilities. The rating was on a four-point scale (1=Not Supportive…4= Very Supportive). Overall, approximately 80% of the respondents reported the support they receive from their community as *mostly* (36.6%) or *somewhat supportive* (42.7%).

Figure 29. Community Support

Very Supportive — 17.1% (14)
Mostly Supportive — 36.6% (30)
Somewhat Support — 42.7% (35)
Not Supportive — 3.7% (3)
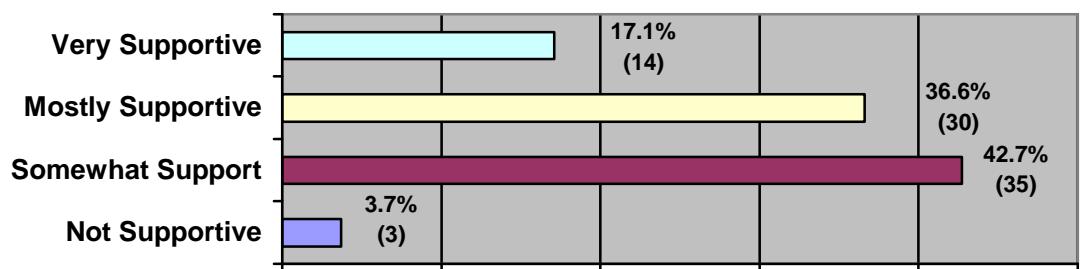
Community Supports Focus Group Discussion in Region II:

The types of community supports that individuals with disabilities and their families receive and the general attitude of the community were discussed as part of the focus group conducted in the Region II service area. Findings from these focus groups are provided in detail in the section below.

Community Supports Received:

The types of community supports that individuals with disabilities and their families receive were discussed. Two common community supports are from *faith-based organizations* (4 comments), and *family, friends, and neighbors* (4 comments). Illustrative comments are provided in detail below. Common themes as related to community support in Region II are presented in Figure 30.

Figure 30.
Community Support Received - Region II Kirksville

Legend:
- Faith-based organizations.
- Family, friends, neighbors.
- General Support of community for persons with DD.
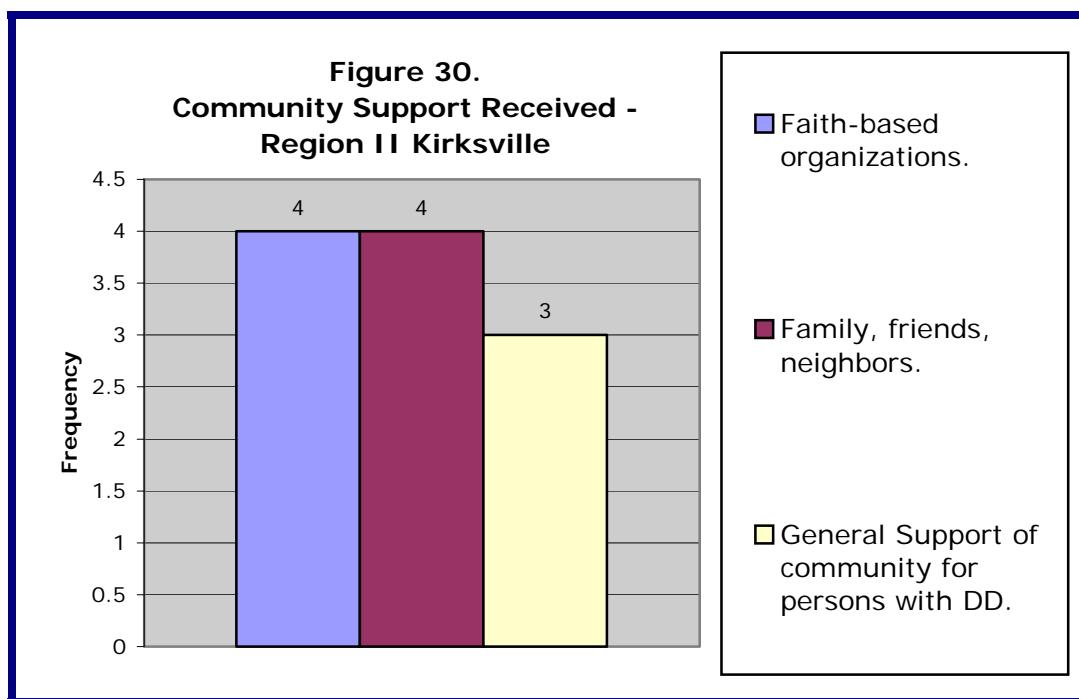
Faith-Based Organizations (4 comments):

There were a few comments about the role faith-based organizations play in providing community support to individuals with disabilities. These comments included:
- *The church is very giving.*
- *Churches are great for transportation if there are no accessibility issues, and they are very supportive of people with developmental disabilities.*
- *Churches have supportive programs to aid in back to school needs.*
- *People have always been very happy to try. My son just took his first communion and it worked out.*

Family, Friends, Neighbors (4 comments):

Family, friends, and neighbors often provide community support for individuals with disabilities. Illustrative comments included the following:
- *My son has many friends.*
- *Friends and family are very supportive.*
- *Family and friends are supportive.*

Community Attitudes:

General community attitudes about people with disabilities were discussed as a part of the focus groups conducted in Region II. A majority of the focus group respondents stated that there was *good acceptance and support, good attitude from the community* (12 comments). Illustrative comments are provided below. Common themes as relates to community attitudes in Region II are presented in Figure 31.

Figure 31.
Community Support Attitude -
Region II Kirksville

- Good acceptance and support - good attitude.
- General acceptance but need for more.
- Education and awareness about developmental disabilities is needed.
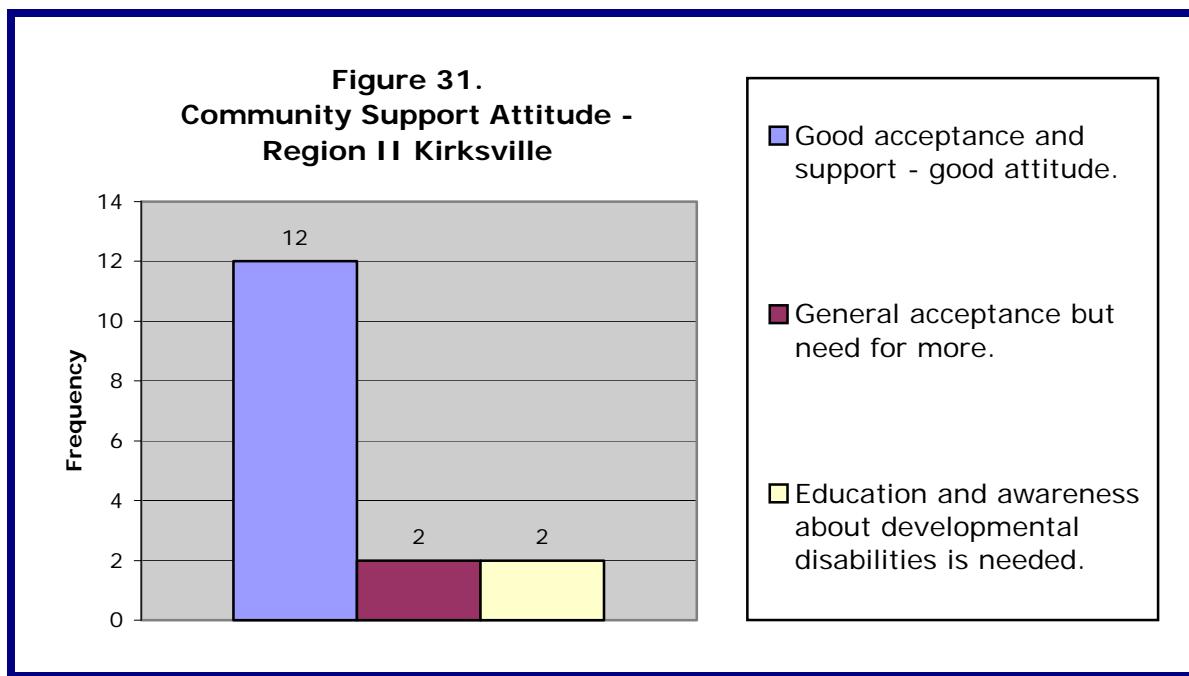
Good Acceptance and Support (12 comments):

Focus group participants felt that *overall*, they were *accepted* in their communities. One participant stated that *overall there is positive support in the community for people with developmental disabilities.* Another commented *we feel accepted since we don't have family here.* Parents commented that their children felt accepted by peers. *The kids here are great. My daughter is accepted by her peers.* Another participant also commented about children, *at the preschool it is just not acceptable to have a bad attitude. They just all have positive attitudes about it* [children with disabilities].

SAFETY AND QUALITY ASSURANCE ISSUES

Survey respondents were asked if they were aware of any incidents that affect the health, safety and quality of life of people with disabilities in their community. Incident items included: 1) physical abuse/neglect; 2) sexual abuse; 3) financial abuse; 4) violation of human or legal rights. Respondents were asked to check the incident item if they were aware of any person with a disability in their community who had experienced that type of incident. Table 21 lists the findings.

Of the 88 people surveyed, 10.2% were aware of some physical abuse/neglect in their community; 2.3% were aware of sexual abuse; 6.8% were aware of some type of financial abuse; and 10.2% were aware of a human or legal rights violation.

Table 21. Awareness of Safety Concerns

Item	
Physical Abuse/Neglect	9 (10.2%)
Sexual Abuse	2 (2.3%)
Financial Abuse	6 (6.8%)
Violations of human or legal rights	9 (10.2%)
(Checked numbers per 88 total respondents)	

As a follow up question, respondents who had checked one of the incident items were also asked to share their perception about how that particular type of incident had been handled. As can be seen in Table 22, more people responded to the follow up question than had responded to the original question. For some reason, a number of survey respondents did not understand it to be a follow up question and answered it anyway.

Even though this discrepancy exits, and readers are advised to take it into account, Table 22 is included because it still provides an indication of survey respondent's perceptions on how well the above types of incident items are handled. Additionally, because the handling of these types of incidents requires a degree of discretion, it is also important to recognize that respondents perceptions of how these incidents are handled may not necessarily reflect what actually occurred to address them.

Table 22: How Safety Concerns Were Handled

Item	Not at all	Not well	Well	Very well	Mean
Physical Abuse Neglect (18)*	3 (16.7%)	8 (44.4%)	6 (33.3%)	1 (5.6%)	2.28
Sexual Abuse (13)*	2 (15.4%)	5 (38.5%)	5 (38.5%)	1 (7.7%)	2.38
Financial Abuse (19)*	4 (21.1%)	8 (42.1%)	7 (36.8%)	0 (-)	2.16
Violations of human rights (20)*	8 (40.0%)	6 (30.0%)	6 (30.0%)	0 (-)	1.90
*Scale: 1=Not At All…4=Very Well *Total number responding*					

Survey respondents were asked to rate how safe people with disabilities were in their community. Figure 32 reflects their responses. The rating was on a four-point scale (1=Not Safe At All…4= Very Safe). Nearly 75% of the respondents saw people with disabilities as being *mostly safe* (46.8%) or *somewhat safe* (27.3%) in their community.

Figure 32. Safety Perceptions

Category	Value	Percentage
Very Safe	18	23.4%
Mostly Safe	36	46.8%
Somewhat Safe	21	27.3%
Not Safe At All	2	2.6%
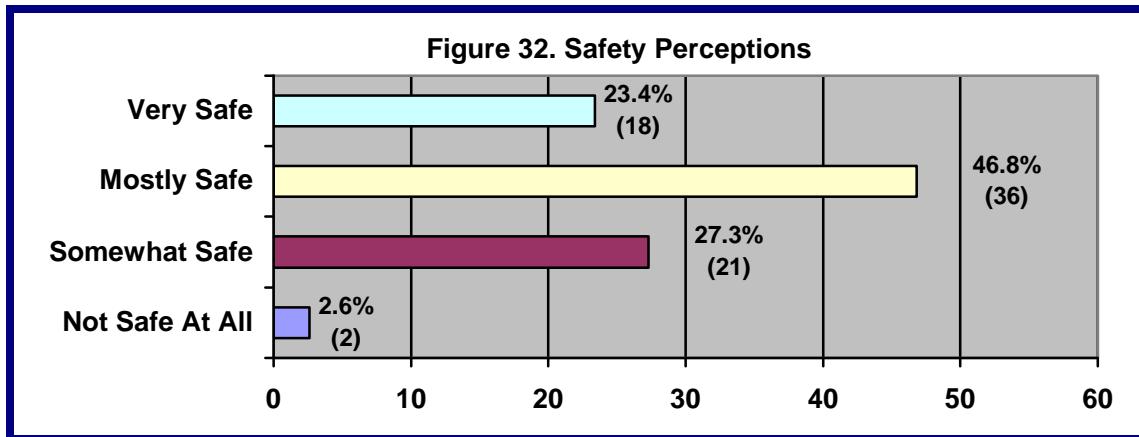
Quality Assurance Focus Group Discussion in Region II:

Quality Assurance and related issues were discussed in the focus groups conducted in the Region II service area. Focus group participants discussed 1) how people with developmental disabilities are included in the community, 2) how people with developmental disabilities are excluded from the community, and 3) how families and people with disabilities are included in planning their futures. Discussions on quality assurance issues from the focus groups conducted in Region II are in detail in the section below.

How People with Developmental Disabilities are Included in Community:

People with disabilities are included in their communities in a variety of different ways. One commonly discussed theme from focus groups conducted in the Region II service area was simply that *people with developmental disabilities are accepted in their communities* (12 comments). Illustrative comments related to inclusion in the community are provided in detail below. The common themes regarding inclusion in the community from Region II are presented in detail in Figure 33.

Figure 33.
Quality Assurance Included
Region II Kirksville

- People with DD are accepted in their communities.
- Faith-based organizations support persons with DD in the community.
- Through the support and involvement of community organizations and businesses.
- Support provided through social service and other agencies (e.g., regional center).
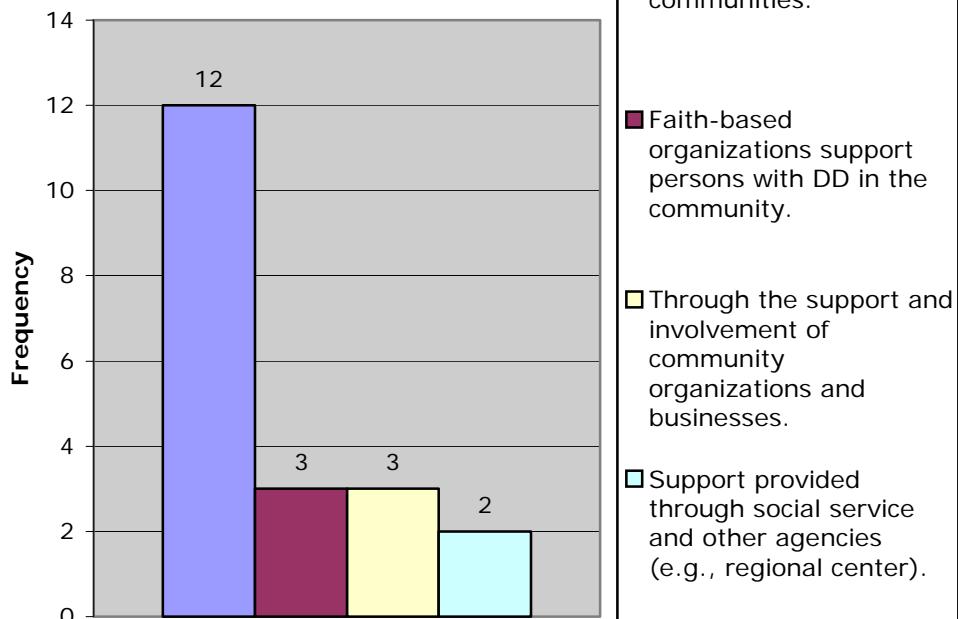
People with Developmental Disabilities are Included in the Community (12 comments):

Participants in the focus groups conducted in the Kirksville Regional Center (Region –II) service area discussed the ways that people individuals are included in their communities. Many of the comments related to the communities in which they live. For example, one participant stated that *our community is accepting.* Another focus group participant said that *the kids are supportive and the community is somewhat supportive.* Others echoed these statements. *The community is generally accepting of people with developmental disabilities.* One mother commented that acceptance is constant work, *we are pretty well accepted, but as a mom I have to keep working at it.*

How People With Disabilities Are Excluded From the Community:

Focus groups conducted in the Region II service area also asked participants to discuss the ways the people with developmental disabilities are excluded from their communities. One common theme discussed by focus group participants was the part attitudes and lack of understanding of persons with disabilities (5 comments) plays in exclusion from community life. Illustrative comments related to the top themes in exclusion from community life are included below. The top themes of exclusion are presented in Figure 34.

Figure 34.
Quality Assurance Excluded - Region II
Kirksville

- Attitudes and lack of understanding of persons with DD.
- Limited involvement of individuals in planning their own life.

29%

71%
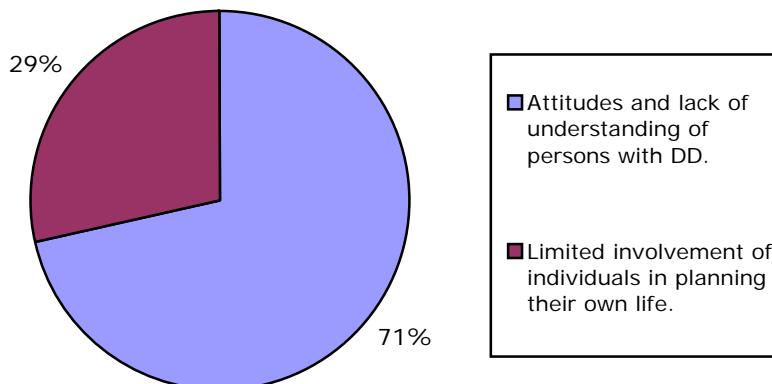
Attitudes and Lack of Understanding (5 comments):

Attitudes and lack of understanding from the community are sometimes the cause for exclusion from the community for people with disabilities. A group participant commented on the exclusion that children with disabilities experience. One participant stated that *kids with disabilities are not welcome in sports because it is so competitive and they don't want these kids to hold them back.* Another focus group participant does not feel accepted by the faith-based organizations in town. *We need to be accepted at church*.

Inclusion in the Planning Process:

Focus group participants discussed the ways that people with disabilities and their families are included in the planning processes that affect their lives. The most common theme from the focus groups conducted in the

Figure 35.
Quality Assurance Planning - Region II Kirksville

- Family/friends support persons to participate in the planning process.
- Persons with DD are involved in their planning processes.
- Additional resource and advocacy organizations assist the person and family in their planning process.
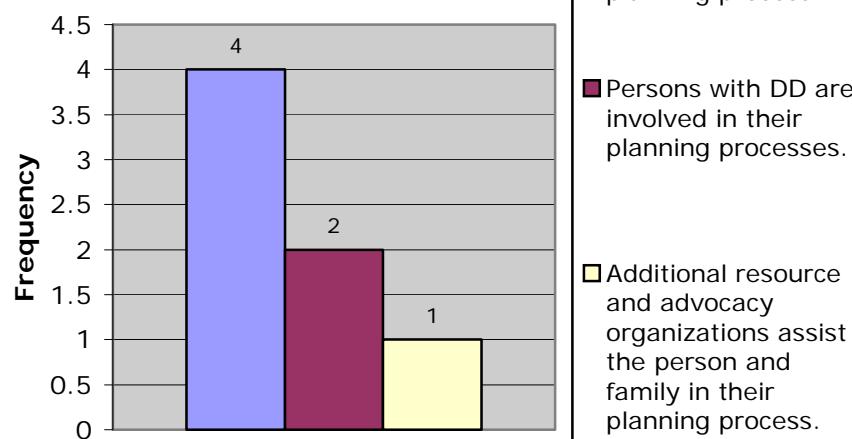
Region II area related to *family and friends support persons to participate in the planning process* (4 comments). Comments related to inclusion are included below.

Family and Friends Support Persons to Participate in Planning (4 comments):

Family and friends often support persons with disabilities to participate in the planning process. Comments from focus group participants about the support of family and friends in the planning process are included below:
- *I have to be a very proactive mom and say what I have to say to get things done.*
- *My son is a consumer of the regional center, and I have been involved.*
- *We felt in the past we could not have a say in the planning, but since MPACT now we are learning more.*
- *Yes, we feel we have a say in planning.*

SATISFACTION WITH SERVICES

Survey respondents were asked how they would rate MRDD service coordination/case management services. Figure 36 shows how respondents rated this service. The rating was on a four-point scale (1=Inadequate…4= Excellent). Service coordination was seen as *good* (47.9%) or *excellent* (29.6%) by over 75% of the respondents.
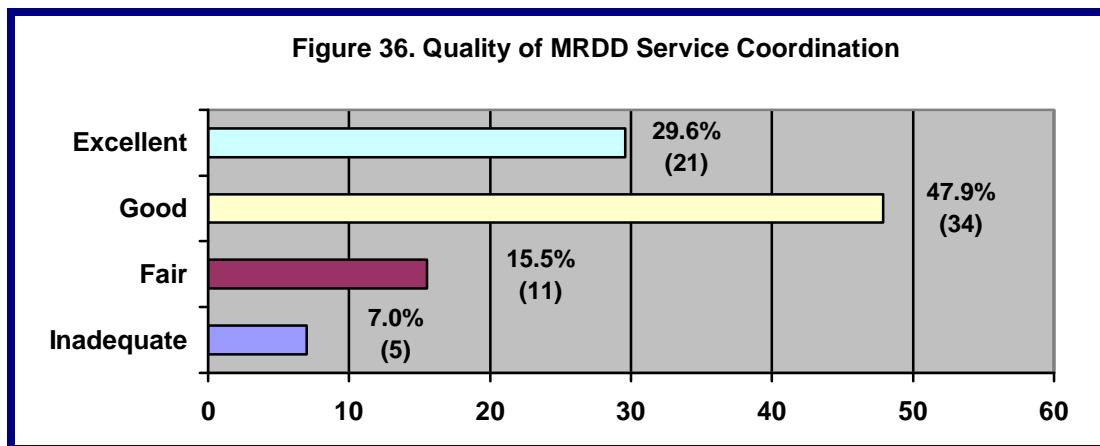
Figure 36. Quality of MRDD Service Coordination

| Rating	Percentage (Count)
Excellent	29.6% (21)
Good	47.9% (34)
Fair	15.5% (11)
Inadequate	7.0% (5)

Respondents were also asked to rate the quality of services/supports that they, or others had received from providers in their community. Figure 37 shows how respondents rated the quality of provider services/supports. The rating was on a four-point scale (1=Inadequate…4= Excellent). The quality of provider services/supports was rated as *good* (51.3%) or *excellent* (12.5%), by 63.8% of the respondents.

Figure 37. Quality of Provider Services/Supports

Rating	Percentage (Count)
Excellent	12.5% (10)
Good	51.3% (41)
Fair	26.3% (21)
Inadequate	10.0% (8)
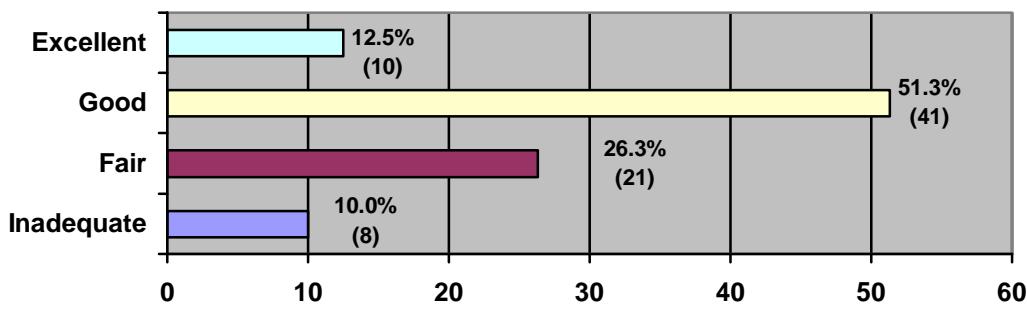
Last Chance Focus Group Discussion From Region II:

Focus group participants were asked "If you could change one thing in your community that would make it better for people with disabilities, what would it be?" The focus group discussions on this question are reviewed in detail in this section.

Focus group participants made a few comments about the need to *increase community understanding of DD to help address attitudes and perceptions* (4 comments). A few comments by participants in Region II were also made about the need *for more community, social, and recreational options for persons with a developmental disability* (4 comments). Illustrative comments as related to these themes are provided below. The common themes about changes from Region II are presented in Figure 38.

**Figure 38.
Last Chance - Region II Kirksville**
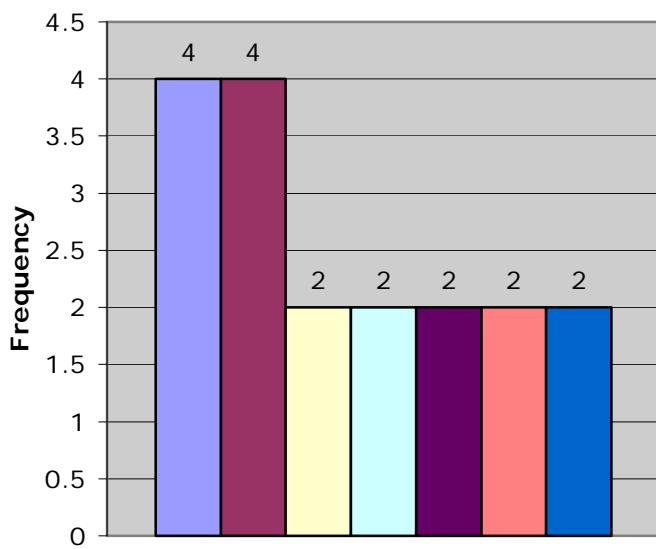
Legend:
- Increase community understanding of DD to help address attitudes and perceptions.
- More community social,/ recreational options for persons with DD.
- Need more accessible, affordable transportation options that meet individual needs.
- More Information resources for parents/families.
- Need for fully accessible communities.
- More medical, dental and other specialty services for persons with DD.
- Community employment and support opportunities in the community for persons with DD.

Frequency values: 4, 4, 2, 2, 2, 2, 2

Increase Community Understanding of Developmental Disabilities (4 comments):

A few comments in focus groups conducted in the Region II area were related to the need the need to increase community understanding of people with disabilities. One parent commented that *I would change other people's expectations of my son. He needs to be taught to be independent, not dependent, and people need to understand that.*

More Community and Social Options (4 comments):

Some focus group participants would change the amount of community, recreational, and social options available for people with disabilities. One parent commented that they would *make more activities available to my daughter, like the YMCA.* Another participant stated *I want to get around more and go fishing.*

The MISSOURI PLANNING COUNCIL For DEVELOPMENTAL DISABILITIES
Region III: Hannibal – DDA Council of Missouri Needs Assessment

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PREFACE

The Missouri Planning Council for Developmental Disabilities is a federally-funded, 23-member consumer-driven council appointed by the Governor. Public Law 106-402 mandates the Council to plan, advocate for, and give advice as to programs and services for persons with developmental disabilities to increase their opportunities for independence, productivity, and integration in to communities. The Council's mission is to support communities to include all persons with developmental disabilities in every aspect of life.

The Missouri Planning Council provides partial funding for Regional Advisory Councils across the state. Regional Councils provide grassroots planning and advocacy for improving supports and services for persons with developmental disabilities. This includes serving as an advisory body for the Missouri Department Mental Health, and Division of Mental Retardation and Developmental Disabilities' eleven Regional Centers across the State of Missouri.

In partnership with the Regional Councils, the Missouri Planning Council administered a written survey questionnaire and conducted a series of focus groups throughout the State to facilitate a better understanding of strengths, as well as barriers that self-advocates and families face, in accessing programs, services, and other supports necessary to achieve independence, productivity, and integration in to community life. What is learned from the focus groups and the survey results will assist in the Missouri Planning Council and Regional Councils in their long-range planning and advocacy efforts.

The Missouri Planning Council also wishes to express its gratitude for the assistance of other entities and organizations, committed to serving Missourians with developmental disabilities, in the needs assessment process.

INTRODUCTION

Table 1: Counties

County	# of Returns
Marion	6
Montgomery	3
Lincoln	5
Pike	12
Monroe	8
Ralls County	7
Audrain	7
Warren	6

In each of the eleven MRDD Regions in Missouri people with disabilities and their families answered written surveys about different aspects of their life. This included employment, housing, recreation, and education to name a few. These surveys were conducted in all of the counties in Missouri. Table 1 lists the counties in the Hannibal Region and the number of returns that were received from each county. Table 2 represents the MRDD Regions.

Table 2: Regions

Table 2: Regions
Region I: Albany - Council on DD
Region II: Kirksville - Planning and Coordinating Council for DD
Region III: Hannibal - DDA Council of Missouri
Region IV: Kansas City - Metropolitan Council on DD
Region V: Joplin - Council on DD
Region VI: Springfield - Council on DD
Region VII: Rolla - Council on DD
Region VIII: Poplar Bluff - Disability Council of the Ozarks
Region IX: Sikeston: Regional Council on DD
Region X: Central Missouri - Council on DD
Region XI: St. Louis - Gateway Regional Advisory Council

Written Survey Respondents:

The majority of the respondents in the Hannibal Region were a person with a disability (61.1%). There were 21 responses from family members (38.9%). Figure 1 presents these findings.

The majority of the respondents received services from the Division of Mental Retardation/Developmental Disabilities (79.6%). Slightly more than 20% did not receive these services. Of the 54 participants that returned the survey, all of the respondents indicated whether they *received or didn't receive* services from MR/DD. (See Figure 2.)

Figure 1: Written Survey Respondents
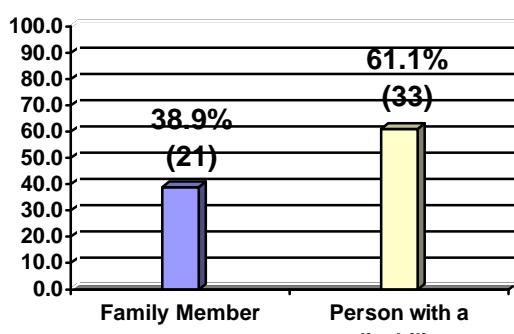
Missing = 0

Figure 2: Respondents Receiving Services
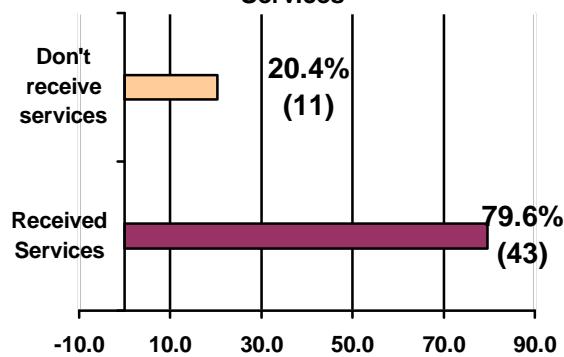
Missing = 0

Focus Group Respondents:

In addition to the written surveys, 9 focus groups were held in the Region III area. There were 59 individuals who participated in the focus groups, 66% (39) were individuals with a developmental disability, and the other 34% (20) were family members. Over three quarters (79%) of the focus group participants received services. The following summarizes the results of both the written surveys and the focus groups.

EMPLOYMENT ISSUES

Survey respondents were asked to rank where adults with disabilities work/live in the community. The options were (1) non-employment situations; (2) sheltered employment; (3) community employment with paid supports; and (4) regular job in the community. (See Table 3.)

Table 3. Most and Least Likely Place to Work

Item	Non-Employment Situation	Sheltered Employment	Community Employment with Paid Supports	Regular Job in the Community
Where do adults with disabilities work/live in your community	10 (24.4%)	23 (56.1%)	5 (12.2%)	3 (7.3%)
Where do adults spend the Least amount of time	0 (-)	3 (8.8%)	1 (2.9%)	30 (88.2%)

The respondents were also asked whether the different types of employment opportunities were (1) inadequate; (2) fair; (3) good; or (4) excellent. Table 4 presents the findings. Of the four employment options, sheltered employment services were rated as most adequate (mean of 2.63) and regular jobs in the community were rated as least adequate (mean of 1.64).

Table 4. Adequacy of Employment Settings

Item	Inadequate	Fair	Good	Excellent	Mean
Regular job in the community (14)	7 (50.0%)	5 (35.7%)	2 (14.3%)	0 (-)	1.64
Community Employment with paid support (38)*	14 (36.8%)	13 (34.2%)	10 (26.3%)	1 (2.6%)	1.95
Sheltered Employment (48)*	8 (16.7%)	12 (25.0%)	18 (37.5%)	10 (20.8%)	2.63
Non-employment situation (33)*	8 (24.2%)	3 (9.1%)	17 (51.5%)	5 (15.2%)	2.58
*Scale: 1=Inadequate….4=Excellent *Total number responding*					

Figure 3 reflects respondents rating of the opportunities for regular or supportive employment for people with disabilities in their community. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for employment in the community was seen as *fair* by 48.9% of those who responded to the question.

Figure 3. Regular or Supported Employment Opportunities

Excellent	2.1% (1)
Good	25.5% (12)
Fair	48.9% (23)
Inadequate	23.4% (11)

Axis: 0, 10, 20, 30, 40, 50, 60, 70
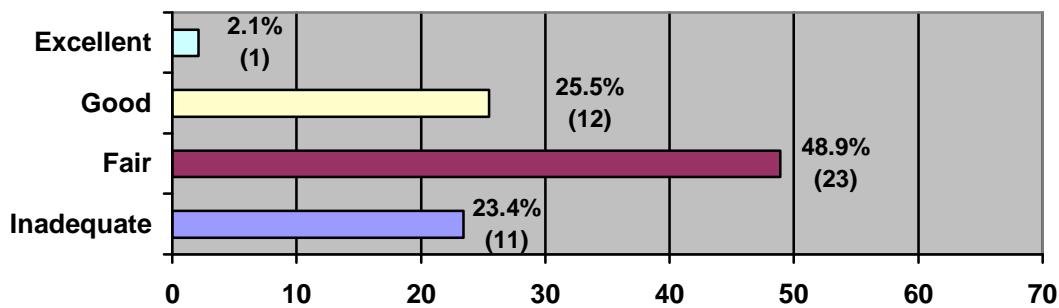
Employment Focus Group Discussion In Region III:

Focus group participants from the Region III-Hannibal service area were asked to discuss the issues they have with employment, including: 1.) the problems and challenges they have experienced in getting employment, and 2.) the help and support they need to gain employment. Issues concerning employment are below in detail.

Employment Problems and Challenges:

The focus group participants from the Region III service area discussed the problems they have experienced related to employment. One of the top themes for the participants was the fact that there are *few or no job opportunities* (9 comments). Illustrative comments related to employment challenges are provided in detail in the section below. Top themes related to employment are provided in detail in Figure 4.

Figure 4. Employment Challenges/Problems - Region III Hannibal

Frequency values: 9, 7, 6, 4, 2

- Few or no job opportunities
- Mismatch with person's vocational interests or abilities/skills
- Concern with capacity of employment provider agencies/system
- Employer perceptions, attitudes, and lack of understanding
- Lack of access to transportation issues

4

Few or No Job Opportunities (9 comments):

The focus group participants in the Region III service area discussed the lack of jobs for individuals with disabilities in their region. There *are limited opportunities for jobs. Transportation is a problem since I don't live in a group home*. One participant cannot find a job because *I can only work a few hours, and there are not a lot of job opportunities* that will allow this. In some small communities sheltered workshop jobs are not even available. *We have two sheltered workshops in our county, and none of the consumers who live in group homes work at the workshops.*

Mismatch with Vocational Interests or Skills (7 comments):

According to focus group participants in the Region III service area, a problem with employment is that the opportunities available do not match either the person's interests, or abilities. Illustrative of this is one focus group participant's comment that the *job does not match the person.*

Concern with Capacity of Employment Provider System (6 comments):

In the Region III area, *there are not a lot of options or choices for families to go to for help for individuals with disabilities. Only one agency in this area provides this service.* Another focus group participant stated that there were *not enough contracts for supported employment in their community.*

Employment Help and Supports:

There were five comments about help and support received for employment made by focus group participants in the Region III service area. The comments included:
- *I have signed up for a job through supportive employment.*
- *If you work at a sheltered workshop, they provide transportation.*
- *Senate Bill 40 helped me find my job, and helped me with the interview process.*
- *Community Opportunities provides supports.*
- *Learning Opportunities provides a supported employment program.*

RESIDENTIAL SETTING ISSUES

The next section examined was residential settings. The respondents were asked to identify where people with disabilities in their community were most likely to live: (1) a place of their own; (2) at home with family and friends; (3) group home; or (4) large segregated facilities. The majority (43.2%) noted that most were likely to live in a group home. People with disabilities were least likely (4.5%) to live in large segregated facilities. Only 22.7% noted that people with disabilities live in a place of their own. (See Table 5.)

Table 5. Most and Least Likely Place to Live

Item	Place of their own	At home with family/friends	Group home	Large segregated facilities
Where most likely to live	10 (22.7%)	13 (29.5%)	19 (43.2%)	2 (4.5%)
Where least likely to live	19 (54.3%)	2 (5.7%)	1 (2.9%)	13 (37.1%)

The availability of residential settings was assessed on a four-point scale: (1=Not Available…4=Very Available). Of those who rated the availability of a *place of their own* (45), 42.2% responded as *not available*, while 44.4% indicated that they were *somewhat available*. The most available residential setting was *group home* (mean of 3.13*),* with *at home with family/friends* being the next most available (mean of 2.69)*.* Few respondents indicated *large segregated facility* as being available. (See Table 6.)

Table 6. Availability of Housing/Living Settings

Item	Not available	Somewhat available	Most available	Very available	Mean
Place of their own (45)*	19 (42.2%)	20 (44.4%)	5 (11.1%)	1 (2.2%)	1.73
At home with family/friends (42)*	6 (14.3%)	12 (28.6%)	13 (31.0%)	11 (26.2%)	2.69
Group home (45)*	5 (11.1%)	7 (15.6%)	10 (22.2%)	23 (51.1%)	3.13
Large segregated facilities (34)*	23 (67.6%)	7 (20.6%)	1 (2.9%)	3 (8.8%)	1.53
*Mean: 1=Not available…4=Very available *Total number responding*					

Figure 5 shows how respondents rated the opportunities for community-based housing/living options. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based housing/living was rated as

Figure 5. Community-Based Housing/Living Opportunities

- Excellent: 12.2% (6)
- Good: 18.4% (9)
- Fair: 36.7% (18)
- Inadequate: 32.7% (16)

fair (36.7%), or *inadequate* (32.7%) by almost 70% of the respondents.
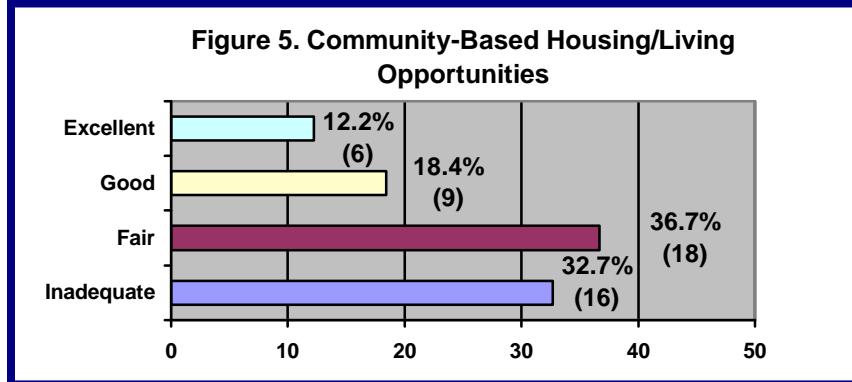
Housing Focus Group Discussion In Region III:

The focus groups in the Region III service area discussed issues related to housing such as 1.) Problems and challenges experienced in finding a place to live; and 2.) Helps and supports received for housing. Housing related issues discussed in the focus groups in Region III are presented below.

Housing Problems and Challenges:

Many of the focus group participants had experienced problems and challenges trying to obtain housing. One common theme from the focus groups related to the *lack of accessible, affordable, and safe housing in the community* (7 comments). Illustrative comments are related to this theme are provided in detail below. Housing themes are presented in detail in Figure 6.

Lack of Accessible, Affordable, and Safe Housing (7 comments):

Focus group participants in Region III commented on the lack of affordable and accessible housing for people with disabilities. One focus group participant commented that there is a *need for affordable housing* in their community. Some are forced to go outside their communities for housing. *There is none in our community. We must go out of our county to look for help with housing.*
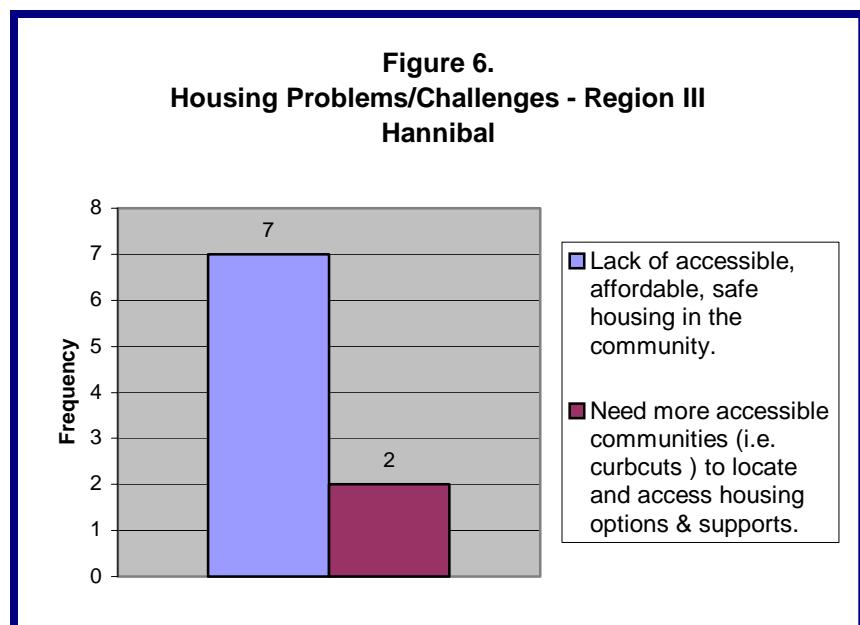
Figure 6.
Housing Problems/Challenges - Region III
Hannibal

Legend:
- Lack of accessible, affordable, safe housing in the community. (7)
- Need more accessible communities (i.e. curbcuts) to locate and access housing options & supports. (2)

Housing Support and Help:

Supports and help that people have experienced for housing were also discussed in focus groups in Region III. One support discussed related *to public programs, resources and organizations that help with housing* (5 comments). Some illustrative comments related to this theme are provided in detail below. The housing support themes are presented in detail in Figure 7.

The comments made by focus group participants in Region III about public programs and resources that provide help with housing included the following comments:

- *The Regional Center and the senate Bill 40 supports my living arrangements and helps me to look at other options of my choosing.*
- *Senate Bill 40 and Hannibal Regional Center. The Independent Living Center does the best they can to try to help individuals find housing, but still limited to the availability of housing, especially for persons in a wheelchair.*
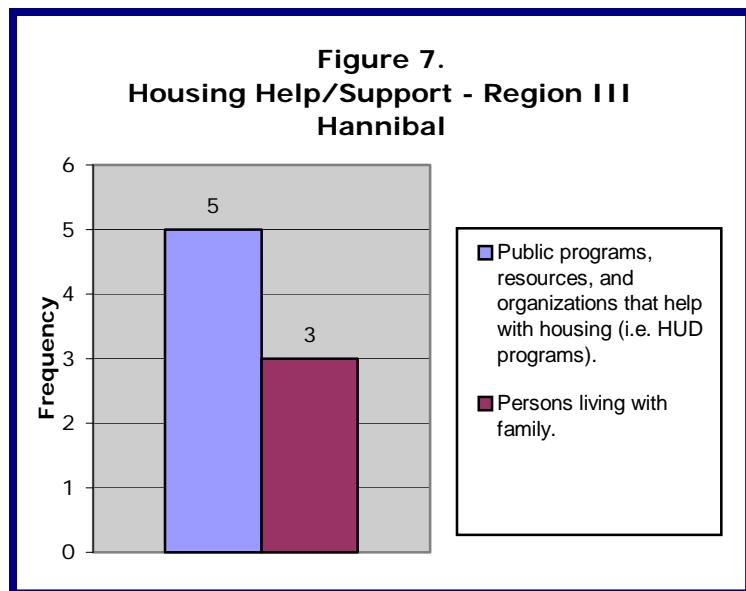
Figure 7.
Housing Help/Support - Region III Hannibal

Legend:
- Public programs, resources, and organizations that help with housing (i.e. HUD programs).
- Persons living with family.

TRANSPORTATION ISSUES

The next area that was discussed on the survey was transportation issues. Four types of transportation were examined: (1) special transportation; (2) public transportation; (3) family and friends; and (4) self-transportation. Very few noted that people with disabilities in their community were likely to use self-transportation (2.4%). Most respondents reported that the most likely use was special transportation (40.5%). (See Table 7.)

Table 7. Most and Least Likely Transportation Choice

Item	Special Transportation	Public Transportation	Family and Friends	Self-transportation
How do people get around	17 (40.5%)	10 (23.8%)	14 (33.3%)	1 (2.4%)
Least likely	15 (42.9%)	5 (14.3%)	1 (2.9%)	14 (40.0%)

The adequacy of transportation options was assessed on a four-point scale (1=Inadequate… 4=Excellent). Of those rating *special transportation*, over 60% rated it as *inadequate.* Of those who rated *public transportation*, over 70% felt it was either *inadequate* or *fair.* While *self transportation* received an overall rating of *fair* to *good*, 47.6% rated it as *inadequate* and 38.1% rated it as *excellent.* Table 8 presents the findings.

Table 8. Adequacy of Transportation

Item	Inadequate	Fair	Good	Excellent	Mean
Special transportation (36)*	22 (61.1%)	6 (16.7%)	6 (16.7%)	2 (5.6%)	1.67
Public transportation (43)*	16 (37.2%)	14 (32.6%)	11 (25.6%)	2 (4.7%)	1.98
Family and friends transportation (44)*	5 (11.4%)	14 (31.8%)	20 (45.5%)	5 (11.4%)	2.57
Self transportation (21)*	10 (47.6%)	2 (9.5%)	1 (4.8%)	8 (38.1%)	2.33
*1=Inadequate…4=Excellent *Total number responding*					

Figure 8 shows how respondents rated community-based transportation opportunities for people with disabilities. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based transportation was rated as *fair* (28.0%) or *inadequate* (42.0%) by 70% of the respondents.
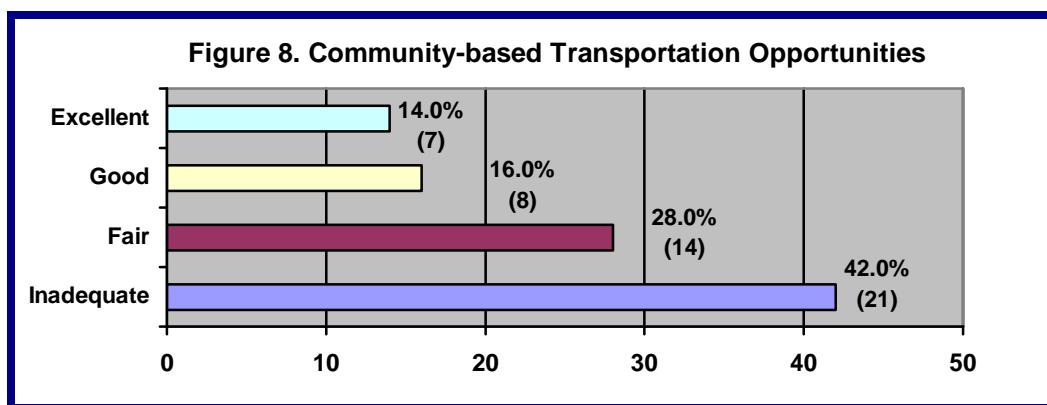
Figure 8. Community-based Transportation Opportunities

Transportation Focus Group Discussion in Region III:

Focus group participants in Region III discussed issues related to transportation including 1.) problems and challenges, and 2.) help and support received for transportation. Discussions of transportation issues as it relates to the focus groups conducted in Region III are provided in detail below.

Transportation Challenges/Problems:

Focus group participants discussed some of the challenges and problems they have experienced trying to obtain transportation. One common theme among the focus groups were related to *availability and transportation options* (19 comments). Illustrative comments about the top common transportation themes from the focus groups are provided in detail below. Illustrative comments related to the top themes in transportation challenges are presented in detail in Figure 9.

Figure 9.
Transportation Challenges/Problems -
Region III Hannibal

Legend:
- ■ Availability and transportation options, especially in rural areas.
- ■ Cost to meet transportation needs.
- □ Limited routes to fully access community, especially in rural areas.
- □ Reliable, consistent transportation services (e.g. arrive on time).

Availability and Transportation Options (19 comments):

Transportation options are lacking, especially for individuals in rural communities. Illustrative of this was a comment by one focus group participant: *transportation is the drawback of living in a rural community*. One focus group participant stated that *this is an ongoing problem in rural communities*. Other focus group participants stated the same. *There is no public transportation in our community*. Other comments made by focus group participants in relation to availability and transportation options are in detail below

*Only Group Homes Provide Transportation***:** One focus group participant commented that *a lot of our consumers can't drive, and if they do not live in a group home*, *transportation is not available*. This limits many areas of life. In some rural communities, *if you don't live in a group home, there is no transportation for medical or recreational needs*.

Relying on Family for Transportation: Some individuals with disabilities have no choice other than to rely on family and friends for their transportation needs. One participant commented that *families have to coordinate everything and search for options for transportation*. Another added that many *must rely on family members to get us where we need to go* because there are no other options.

Relying on OATS: People with disabilities have the OATS buses available to them, but it is often limited. One participant stated that this service was available, but *transportation with OATS is on their own terms*. Another individual commented that transportation

through *OATS is not always reliable*. Sometimes this service is unavailable to people because it is the only source of affordable transportation. In one community, *we do not have a taxi service, and OATS is usually booked with appointments for senior services.*

Transportation Help and Support:

Focus group participants in Region III-Hannibal service area discussed the types of help and support they had received for transportation. One of the common types was *transportation resources offered through community agencies and organizations* (4 comments). Related illustrative comments are provided in detail below. The common themes are presented in Figure 10.

**Figure 10.
Transportation Help/Support - Region III Hannibal**
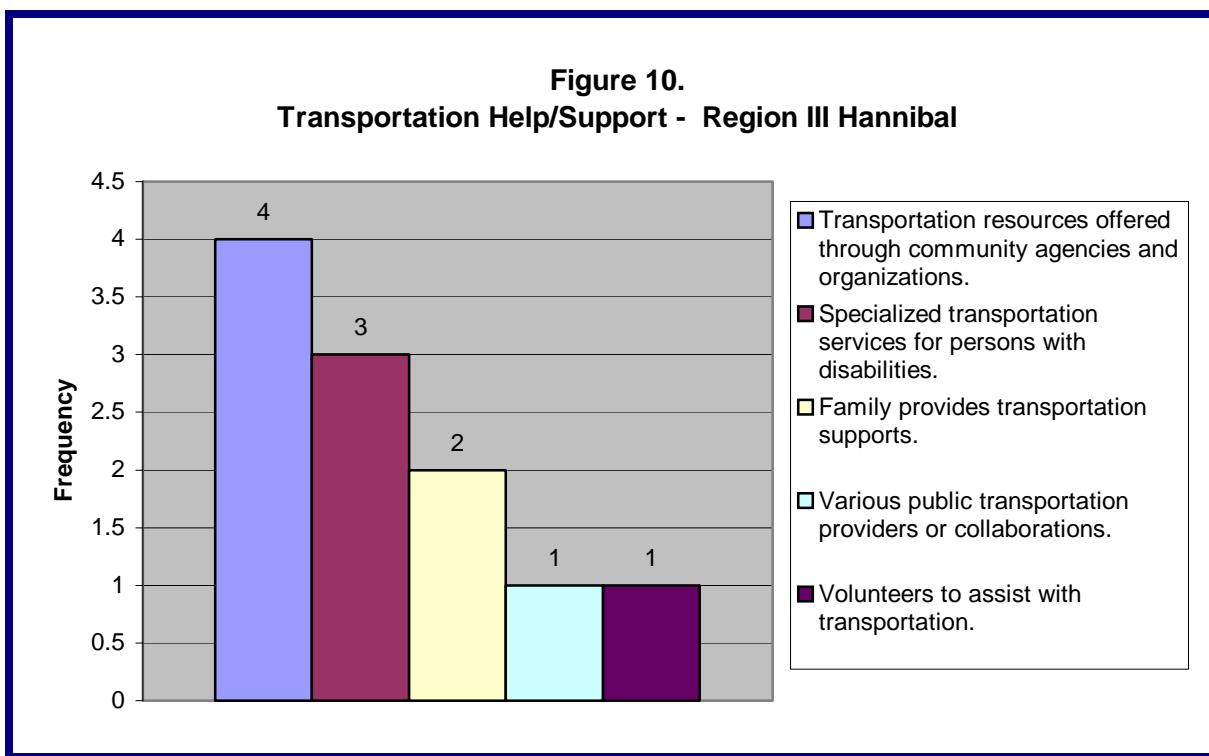
Transportation Resources Offered Through Community Agencies (4 comments):

Some comments were made by focus group participants in the Region III service area about the community agencies that offer transportation. In some communities, *the Senate Bill 40 Board provides some transportation*. One participant said *the Senate Bill 40 will take my daughter to the doctor.* One participant will use *family members*, but will also use *the SB40 when the van is available.*

11

CHILDCARE ISSUES

Respondents were asked to identify the childcare option used most and least in their community by families who have a child with a disability. The childcare options given in the survey included: (1) regular childcare; (2) segregated or special childcare; and (3) family or friends. Most noted that *family or friends* were the *most likely* choice for childcare (68.8%). Few saw *regular childcare* as the *most likely choice*. (See Table 9.)

Table 9. Most and Least Likely Child Care Choice

Item	Regular childcare	Segregated or special childcare	Family or friends
Most likely childcare	3 (9.4%)	7 (21.9%)	22 (68.8%)
Least likely childcare	15 (48.4%)	14 (45.2%)	2 (6.5%)

The adequacy of childcare options was assessed on a four-point scale (1=Inadequate… 4=Excellent). The lowest rating was for *segregated childcare*, which received a mean rating of 1.75. Almost half of the respondents rating this option rated this setting as *inadequate.* The highest rating was for *family childcare* (mean of 2.71). Over two-thirds of those rating this option rated this type of childcare as *good* or *excellent.*

Table 10. Adequacy of Child Care

Item	Inadequate	Fair	Good	Excellent	Mean
Regular childcare (34)*	6 (17.6%)	16 (47.1%)	11 (32.4%)	1 (2.9%)	2.21
Segregated childcare (36)*	17 (47.2%)	11 (30.6%)	8 (22.2%)	0 (-)	1.75
Family childcare (34)*	3 (8.8%)	7 (20.6%)	21 (61.8%)	3 (8.8%)	2.71
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 11 reflects how respondents rated the opportunities for community-based childcare for families with a child who has a disability. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based childcare for children with disabilities was rated as *inadequate* by 37.1% of the respondents, and *fair* by 34.3%.
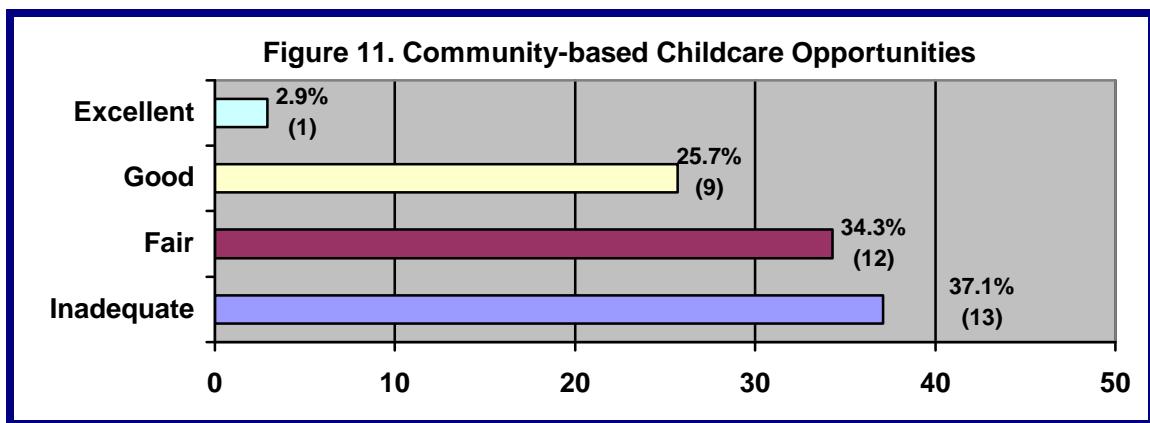
Figure 11. Community-based Childcare Opportunities

Rating	Percentage (Count)
Excellent	2.9% (1)
Good	25.7% (9)
Fair	34.3% (12)
Inadequate	37.1% (13)

Childcare Focus Group Discussion in Region III:

Focus group participants discussed the problems and challenges they have experienced in trying to obtain childcare for their child with a disability. In addition, the focus groups also examined the types of childcare helps and supports available. This section presents the findings from focus groups in the Region III service area in detail.

Childcare Problems:

Participants in the focus groups conducted in Region III discussed the challenges and problems they experienced in trying to obtain childcare. One common theme that emerged from the focus groups was that there are *few or no options for childcare* (10 comments). Illustrative comments related to the top common childcare problems are provided below. Themes from the focus groups in Region III as relates to childcare problems are presented in Figure 12.

Few or No Options for Childcare (10 comments):

Focus group participants in Region III stated that there were not many options for childcare. One focus group participant stated *at this point, there are no qualified day cares in our community to take care of children with special needs*. According to another, there is not a lot of support for families with children

Figure 12. Childcare Problems - Region 3 Hannibal

Problem	Frequency
Few or no options for childcare.	10
Lack of accessible/available community childcare services support kids with a disability.	3
Systems requirements may limit childcare services.	3

13
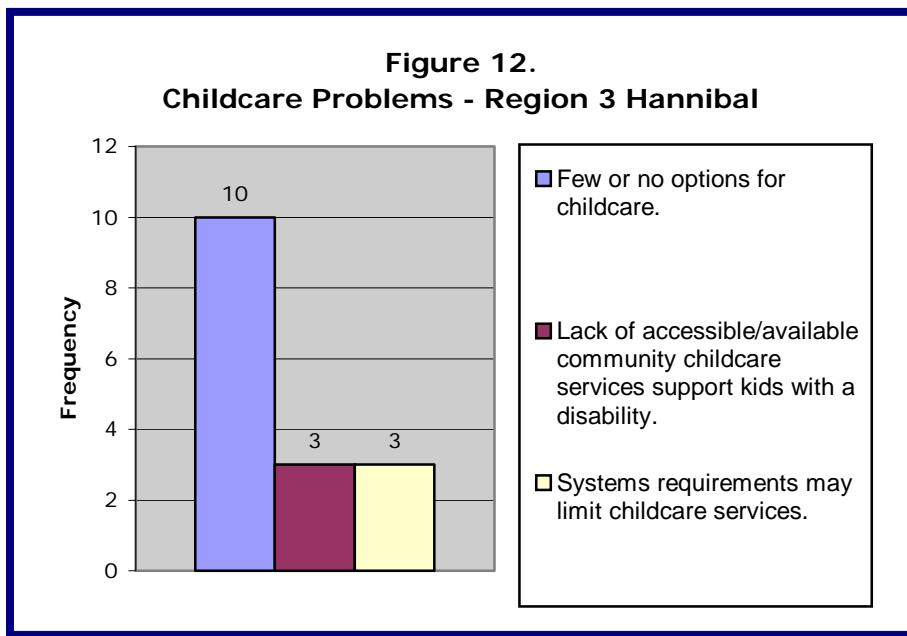
with special needs. Others agreed, *if you have a severe special need, there is no day care in our community that will take our children.* Some of the problem is *finding one you can trust, and right now Head Start is the only one I know of.*

Childcare Help and Support:

There were only three comments made about help and support for childcare in the Region III service area. These comments were related to family support for child care. The comments included:

- *Family members must help take care of my severely disabled child.*
- *Help of family and friends.*
- *Left up to family members.*

EARLY INTERVENTION SERVICE ISSUES

The next section of the survey examined issues related to early intervention programs or services. The programs that the survey focused on were: (1) First Steps; (2) special needs pre-school; (3) Head Start; (4) regular pre-school; and (5) therapies. *First Steps* and *Head Start* were indicated as *most likely* to be used by 32.3% of the survey respondents.

Table 11. Most and Least Likely Early Intervention Service Choices

Item	First Steps	Special needs pre-school	Head Start	Regular pre-school	Therapies
Child services	10 (32.3%)	8 (25.8%)	10 (32.3%)	1 (3.2%)	2 (6.5%)
Child services least likely	4 (13.3%)	6 (20.0%)	2 (6.7%)	13 (43.3%)	5 (16.7%)

The adequacy of early intervention services was rated on a four-point scale (1=Inadequate…4=Excellent). Head Start received the highest mean rating (2.88). Table 12 presents the data.

Table 12. Adequacy of Early Intervention Services

Item	Inadequate	Fair	Good	Excellent	Mean
First steps/infant-toddler programs (36)*	9 (25.0%)	5 (13.9%)	19 (52.8%)	3 (8.3%)	2.44
Special needs pre-school (32)*	11 (34.4%)	7 (21.9%)	12 (37.5%)	2 (6.3%)	2.16
Head Start (32)*	3 (9.4%)	9 (28.1%)	9 (28.1%)	11 (34.4%)	2.88
Regular pre-school other than Head Start (26)*	7 (26.9%)	9 (34.6%)	10 (38.5%)	0 (-)	2.12
Therapies (30)*	8 (26.7%)	2 (6.7%)	20 (66.7%)	0 (-)	2.40
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 13 shows how respondents rated the availability of early intervention services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Approximately 85% of the respondents saw early intervention services as *mostly available* or *somewhat available*.

Figure 13. Early Intervention Opportunities

Rating	Percent (Count)
Very Available	8.8% (3)
Mostly Available	61.8% (21)
Somewhat Available	23.5% (8)
Not Available	5.9% (2)

Early Intervention Focus Group Discussion in Region III:

Focus group participants in the Region III service area discussed the ways that early intervention services and supports had helped to enhance potential. Early intervention and related issues are presented in detail below.

Early Intervention Services and Supports:

Focus group participants are getting early intervention services and supports from a variety of different entities. One common source for early intervention is through *the First Steps program, and other infant and toddler programs* (3 comments). Some illustrative comments are provided below in detail. The common themes about early intervention are presented in Figure 14.

Figure 14.
Early Intervention Service/Supports -
Region III Hannibal

- First Steps program and other infant/toddler programs provided early intervention supports. — 3
- Regular pre-schools provided support for the child and family. — 2
- Other community resources (e.g. churches, civic organizations) supporting early intervention services. — 2
- Head Start assisted in preparing child for school. — 2

15
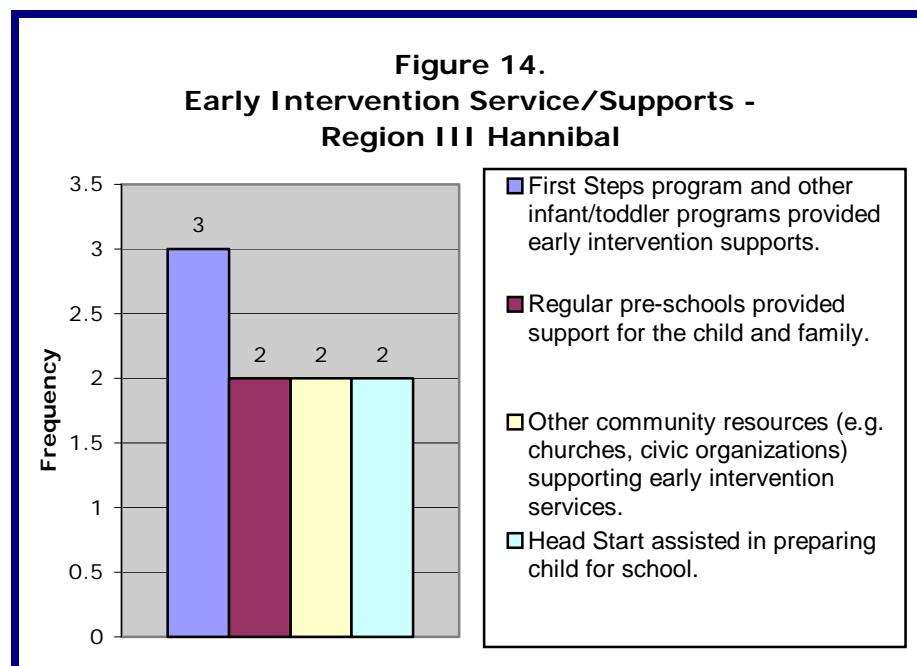
First Steps Program and Other Infant Toddler Programs Provide Early Intervention
(3 comments):

A few focus group participants made comments about the role of the First Steps program and other infant and toddler programs in early intervention. These comments included:
- *As long as First Steps is funded, there will be some early intervention.*
- *I can't stress enough the value of early intervention, and it is a big deal to try to get these services in our small community.*
- *Head Start was available and was very supportive in the early intervention process in our small community.*

EDUCATIONAL SERVICE ISSUES

The survey respondents were asked what type of school services were most and least likely to be used. The types of educational services were: (1) included in regular public school education; (2) special public school education; (3) state school education; and (4) private home education. Only 2.6% used *private/home education*. Respondents indicated that the most often used educational services were either *special public school education* (35.9%) or *included in regular public school education* (38.5%). (See Table 13.)

Table 13. Most and Least Likely Educational Services Choices

Item	Included in regular public school education	Special public school education	State school education	Private/home education
What types of educational programs most likely to use	15 (38.5%)	14 (35.9%)	9 (23.1%)	1 (2.6%)
What types of educational programs least likely to use	9 (26.5%)	4 (11.8%)	5 (14.7%)	16 (47.1%)

The adequacy of educational services was rated on a four-point scale (1=Inadequate… 4=Excellent). The highest rated educational type was *special public school education* (mean of 2.82). The lowest was *regular public school education* (mean of 1.90). Table 14 presents the findings.

Table 14. Adequacy of School Services

Item	Inadequate	Fair	Good	Excellent	Mean
Included in regular public school education (44)*	7 (15.9%)	9 (20.5%)	26 (59.1%)	2 (4.5%)	1.90
Special public school education (39)*	8 (20.5%)	4 (10.3%)	20 (51.3%)	7 (17.9%)	2.82
State school (34)*	5 (14.7%)	3 (8.8%)	20 (58.8%)	6 (17.6%)	2.52
Private-home education (27)*	5 (18.5%)	10 (37.0%)	11 (40.7%)	1 (3.7%)	2.67
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Respondents were asked to rate the availability of (1) inclusive educational opportunities; (2) transition services; and (3) post-high school opportunities in their community. Figures 17-19 detail the results.

Figure 15 shows how respondents rated the availability of inclusive educational services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Inclusive educational opportunities were seen as *somewhat available* by over 40.0% of the respondents.
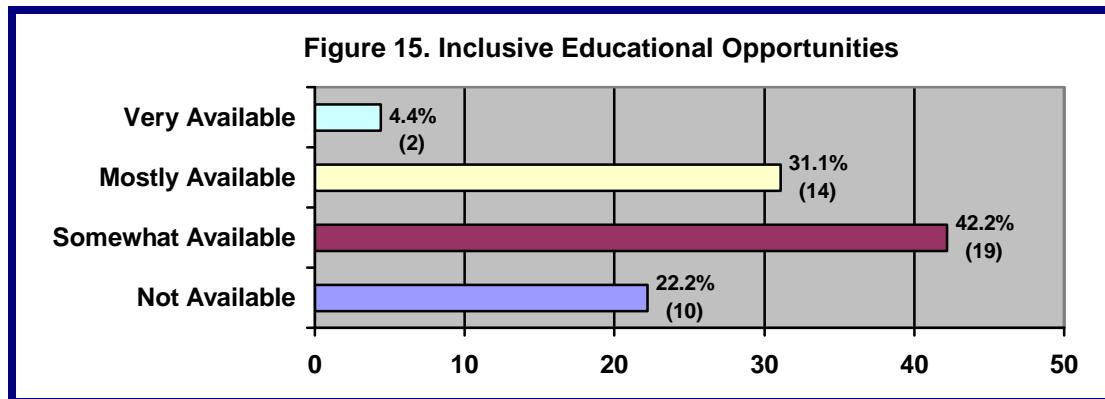
Figure 15. Inclusive Educational Opportunities

Category	Value
Very Available	4.4% (2)
Mostly Available	31.1% (14)
Somewhat Available	42.2% (19)
Not Available	22.2% (10)

Figure 16 shows how respondents rated the availability of transition services for people with disabilities from school to work in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Transition services were seen as *somewhat available* by 43.2% of the respondents.
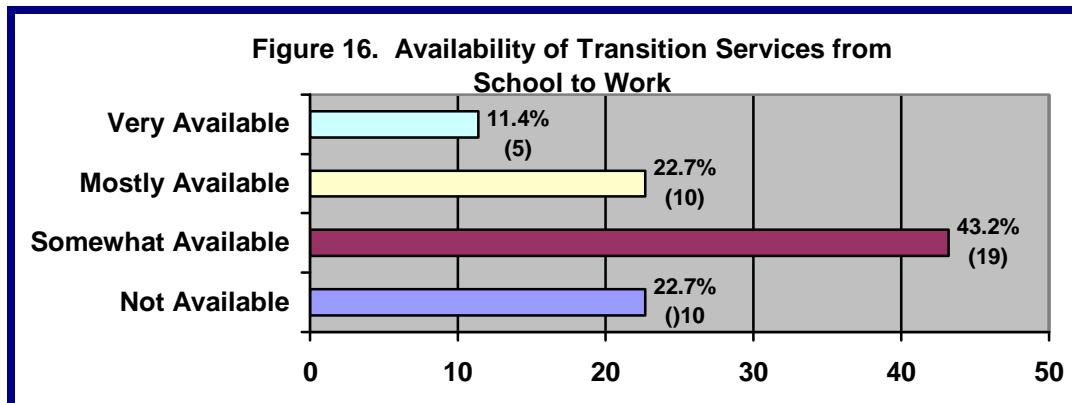
Figure 16. Availability of Transition Services from School to Work

| Category	Value
Very Available	11.4% (5)
Mostly Available	22.7% (10)
Somewhat Available	43.2% (19)
Not Available	22.7% ()10

Figure 17 shows how respondents rated the availability of post-high school educational opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of post-high school educational opportunities was seen as *somewhat available* (48.6%) or *not available* (40.5%) by nearly 90% of the respondents.

Figure 17. Availability of Post-high School Educational Services

| Category	Percentage (Count)
Very Available	5.4% (2)
Mostly Available	5.4% (2)
Somewhat Available	48.6% (18)
Not Available	40.5% (15)
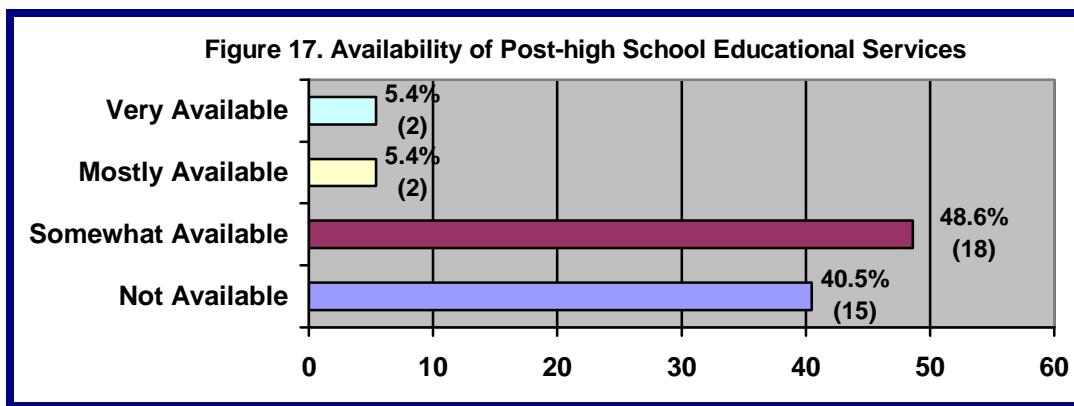
Education Focus Group Discussion in Region III:

Experiences with the educational system were discussed in focus groups conducted in the Region III-Hannibal service area. Focus group participants related 1.) the barriers and problems experienced with education, and 2.) the helps and supports received that helped maximize educational potential. Focus group discussions related to education are provided in detail below.

Educational Problems and Challenges:

Very few comments were made about educational problems and challenges in the focus groups conducted in Region III. Two comments related to the *lack of quality individualized supports* (2 comments) were made. Additionally, a few comments were made by focus group participants relating to the lack of resources limiting needed support and services (2 comments). Illustrative are provided in detail below. Themes related to challenges and problems in education are presented in Figure 18.

Figure 18.
Education Challenges/Problems - Region III Hannibal

Legend:
- Lack of quality, individualized supports are minimizing student potential. — 2
- Lack of resources limiting needed supports and services. — 2
- Limited family awareness of education resources for students with DD. — 1
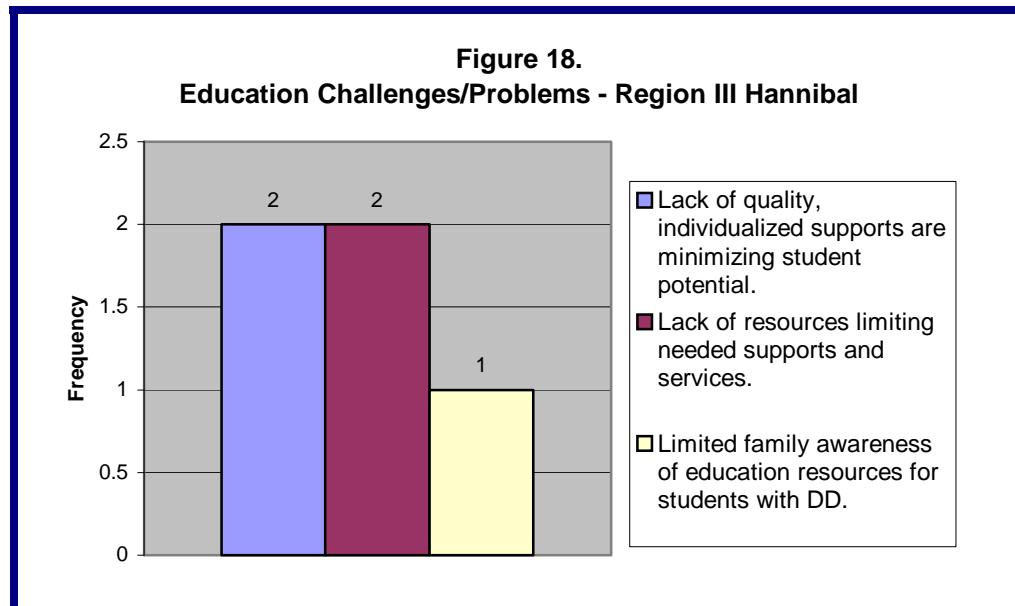
Lack of Quality Individualized Supports (2 comments):

Comments about the lack of quality, individualized supports and how they minimize student potential included:

- *The level of opportunity in the school system is just not there. There are a lot of families home schooling their children in the community. A lot of red tape with the public school system just to get an aide.*
- *The school does not provide adequate services. Children with special needs are shipped out of the county.*

Lack of Resources Limiting Needed Support and Services (2 comments):

A few comments were made by focus group participants in the Region III area about the lack of resources and the limiting of needed support and services. These comments included the following:

- *There is a lack of funding in rural areas for individuals with disabilities.*
- *People living in our small community have such minimal resources that sometimes they just give up or don't know where to look for help.*

Educational Help and Supports:

Focus group participants also discussed the types of education help and support they had received. One common them among the participants in the Region III focus groups was that they were *satisfied with school services received* (9 comments). Related illustrative comments are provided in detail below. Common themes are presented in Figure 19.

Figure 19.
Education Help/Support - Region 3 Hannibal

Legend:
- Students/families satisfied with school services received.
- Supports received from other agencies that assisted students, families, and school systems.
- Student received school to work transition services.
- Student supported to graduate or receive GED.
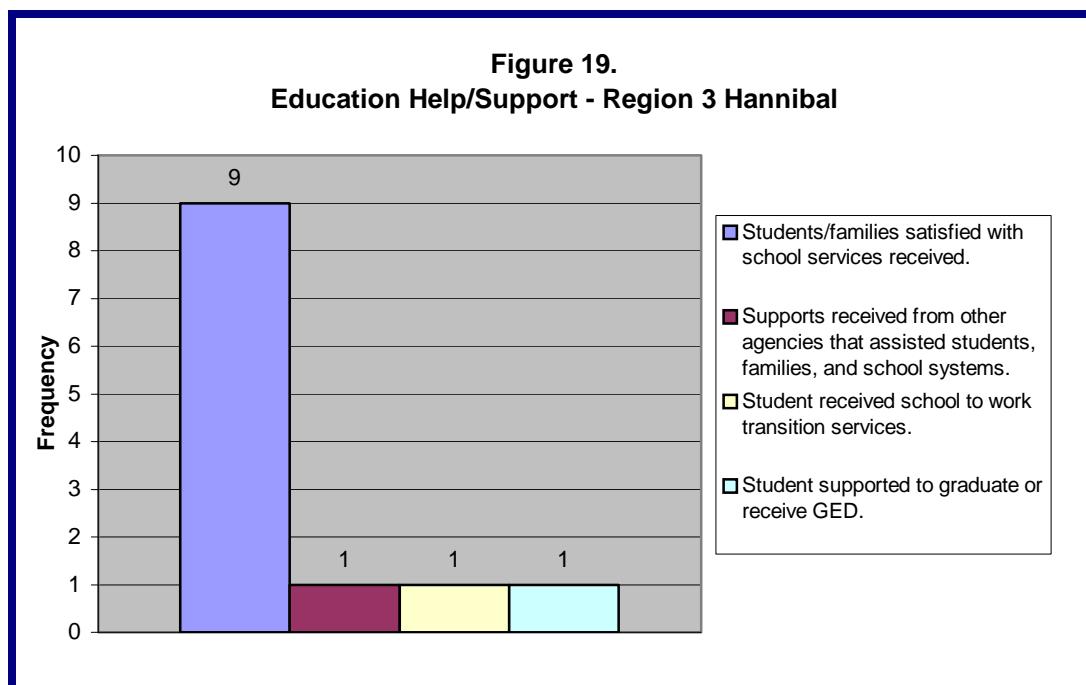
Some focus group participants felt that *the school system was somewhat supportive*. Another focus group participant added that *everybody has problems sometimes, but we all feel we were treated fairly in school.* Other focus group participants echoed this, *we struggled at times, but still the school system was supportive of our needs*. Education is better now. *The school system is better than it was ten years ago. Supports in schools, we feel, are better.*

HEALTH CARE SERVICE ISSUES

Survey respondents were asked to identify where people with disabilities were most likely or least likely to go to get health care services in their community. Respondents were asked to select from the following types of health care services: (1) hospitals/emergency room; (2) doctor's office; (3) community health clinics; (4) residential health center; and (5) local health departments. The majority of the respondents indicated that people with disabilities received their health care at the *doctor's office* (63.0%). Few used *local health departments* (2.2%). (See Table 15.)

Table 15. Most and Least Likely Health Care

Item	Hospitals/ Emergency room	Doctor's office	Community health clinics	Residential health care center	Local health departments
Where most likely to go for health care services	12 (26.1%)	29 (63.0%)	2 (4.3%)	2 (4.3%)	1 (2.2%)
Least likely to go	5 (12.2%)	2 (4.9%)	6 (14.6%)	14 (34.1%)	14 (34.1%)

The adequacy of health care services was assessed on a four-point scale (1=Inadequate… 4=Excellent). All health care services were rated as *inadequate* or *fair* by over 60% of those who responded. *Hospitals/emergency rooms* were rated by over 60% of the respondents as *inadequate* (25.0%) or *fair* (38.6%). *Doctor's offices* were rated as *inadequate* (11.8%) or *fair* (70.6%) by over 80% of the respondents. *Community health clinics* received the highest mean rating (2.69) and *Doctor's office* received the lowest mean rating (2.10).

Table 16. Adequacy and Availability of Health Care Services

Item	Inadequate	Fair	Good	Excellent	Mean
Hospitals/emergency room (44)	11 (25.0%)	17 (38.6%)	11 (25.0%)	5 (11.4%)	2.23
Doctor's office (51)*	6 (11.8%)	36 (70.6%)	7 (13.7%)	2 (3.9%)	2.10
Community health clinics (39)*	8 (20.5%)	13 (33.3%)	1 (2.6%)	17 (43.6%)	2.69
Residential health care center (36)*	10 (27.8%)	14 (38.9%)	1 (2.8%)	11 (30.6%)	2.36
Local health department (41)*	7 (17.1%)	19 (46.3%)	1 (2.4%)	14 (34.1%)	2.54
Scale: 1=Inadequate…4=Excellent		**Total number responding*			

Figure 20 shows how respondents rated the availability of health care services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available...4= Very Available). The availability of health care services was rated as *somewhat available* (50.9%) or *not available* (28.3%) by almost 80% of the respondents.
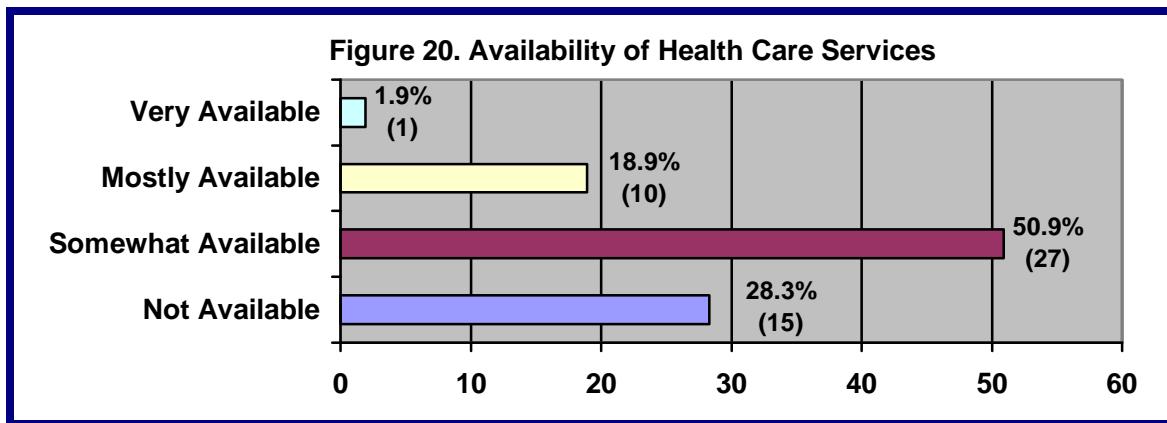
Figure 20. Availability of Health Care Services

| Rating	Percentage (count)
Very Available	1.9% (1)
Mostly Available	18.9% (10)
Somewhat Available	50.9% (27)
Not Available	28.3% (15)

Figure 21 reflects how respondents rated the availability of dental services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available...4= Very Available). The availability of dental services was rated as *somewhat available* (19.4%), or *not available* (64.5%) by nearly 85% of the respondents.

Figure 21. Availability of Dental Services

Rating	Percentage (count)
Very Available	6.5% (2)
Mostly Available	9.7% (3)
Somewhat Available	19.4% (6)
Not Available	64.5% (20)
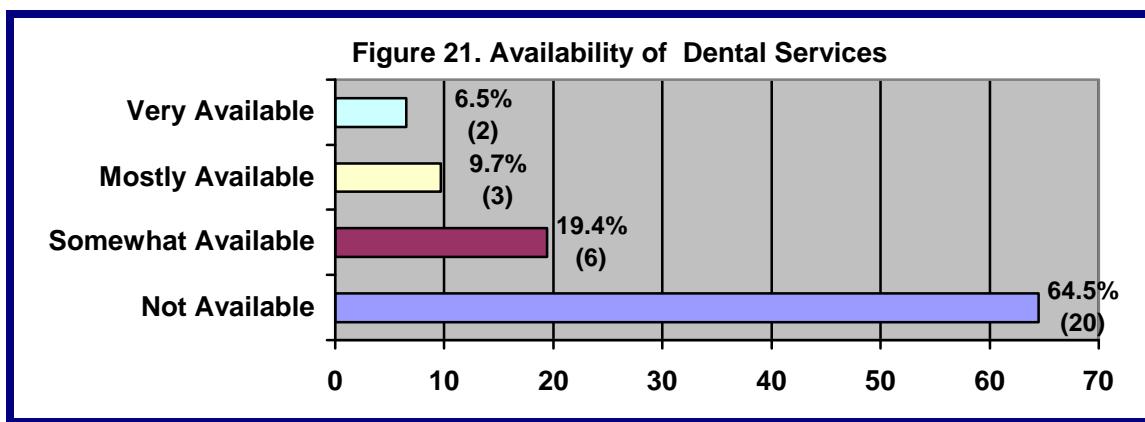
Healthcare Focus Group Discussion for Region III:

Issues relating to healthcare for individuals with disabilities were discussed in the focus groups conducted throughout the Region III service area. Focus group participants related the challenges and problems they had experienced trying to obtain healthcare. The types of healthcare help and support available were also discussed. Focus group discussion of healthcare related issues is presented in detail below.

Healthcare Challenges and Problems:

Healthcare challenges and problems that focus group participants had experienced in the Region III service area were discussed. One common theme to emerge from the focus groups conducted in the Region III area was that there is a *lack of dental services in proximity to the community* (10 comments). Illustrative comments related to the top common healthcare problems are provided below. The common healthcare problems themes are presented in Figure 22.

Figure 22.
Healthcare Challenges/Problems - Region III Hannibal

Chart legend:
- Lack of medical resources close to the community.
- Public health insurance program (e.g., Medicaid) issues that impact persons with DD.
- Lack of dental services in proximity to the community.
- Community attitudes/perceptions of persons with DD and health care needs. .
- Limited accessibility of medical facilities.

Frequency values: 11, 9, 3, 2, 2
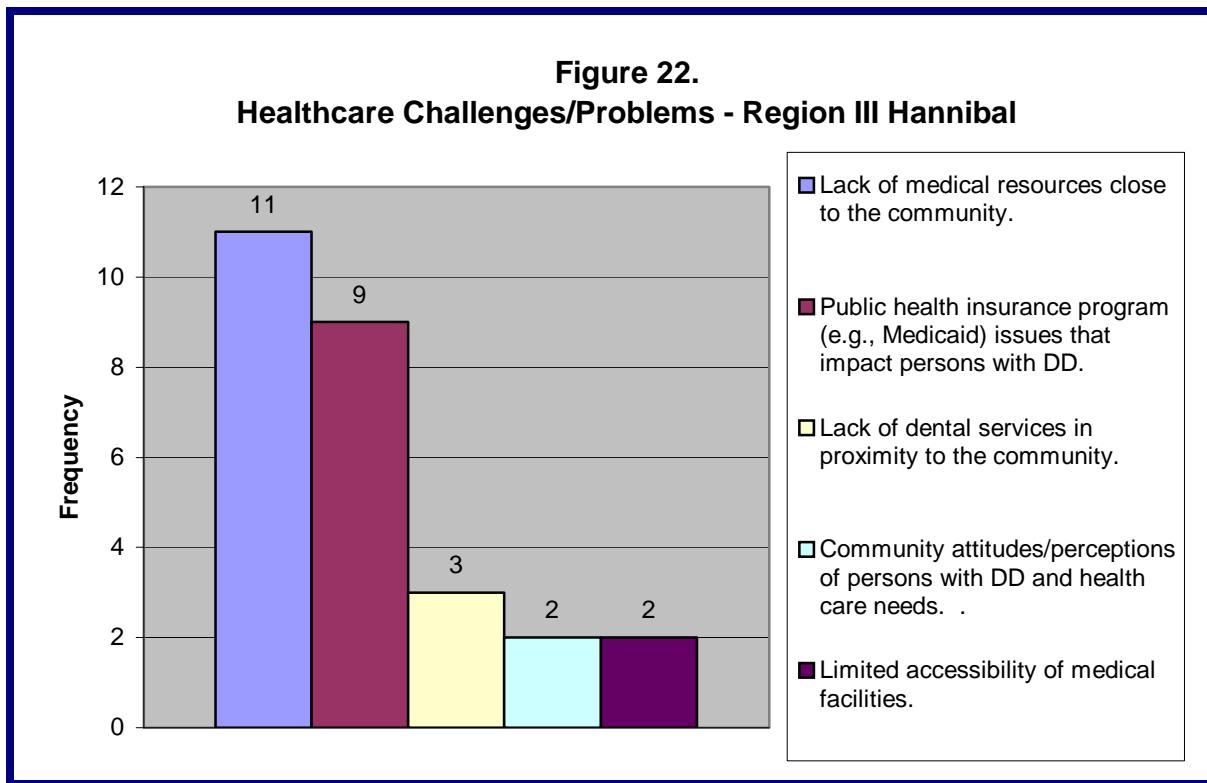
Lack of Medical Services Close to Community (11 comments):

There is a lack of medical services close to communities, especially the smaller one. In particular, residents say they do not have access to specialized services. *We must go out of our county for specialized care.* Others echoed this statement *if they need to be specialized, we must go out of our area to receive services;* and *our doctors are willing to work with us, but if you need a specialist, you have to go out of the county.* One family stated *we have to go to St. Louis for specialized healthcare and transportation is a key issue for us to be able to access good doctors.*

Public Health Insurance Issues (9 comments):

Residents in the Region III service area have difficulties accessing health care and services because of issues with Medicaid and other public insurance programs. One individual talked about the recent cuts to Medicaid, *Medicaid is not going to pay for glasses anymore.*

Another added, *they won't pay for medicines, either*. Some people have trouble finding doctors who accept Medicaid as insurance *we have to travel out of town to find a doctor who accepts Medicaid.*

Healthcare Help and Support:

A few comments were made about help and support received for healthcare, including help received from *mobile dental, medical, and other services available in the communities* (2 comments). Some illustrative comments are provided below. The common themes as relates to healthcare help and support are presented in Figure 23.

Figure 23.
Health Help/Support - Region III Hannibal
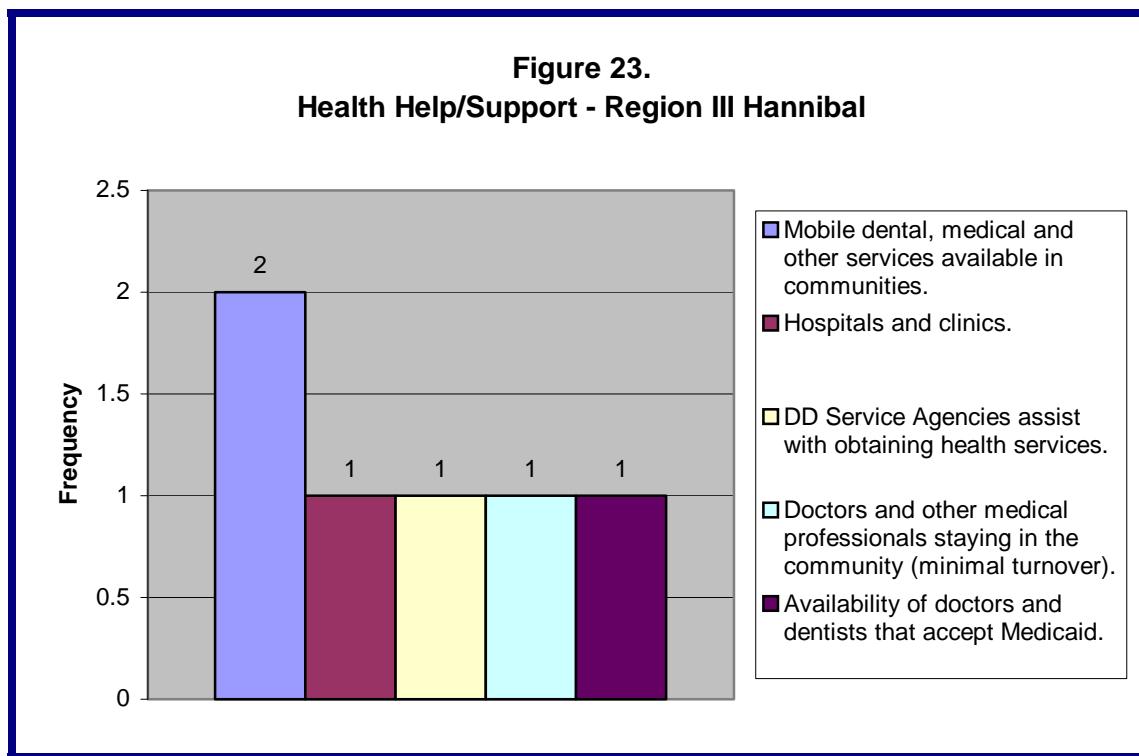
Mobile Dental, Medical and Other Services (2 comments):

Only a couple of comments were made related to mobile dental and other medical services. These comments were as follows:
- *The Elks dental van comes here.*
- *The dental van is open periodically.*

RECREATIONAL/SOCIAL OPPORTUNITY ISSUES

The next part of the survey was related to recreational and social opportunities for people with disabilities in their community. There were three types of opportunities that were addressed: (1) regular community sponsored recreation and social activities/events; (2) accessible community sponsored recreation and social activities/events; and (3) special/ segregated recreation and social activities/events. Over half of the respondents identified *special/segregated recreation and social activities/events* (60.5%) as being the most likely to be used while another 34.2% identified *regular community sponsored recreation and social activities* as the type most often used. The least likely to be used was *accessible community sponsored recreation and social activity* (5.3%). (See Table 17.)

Table 17. Most and Least Likely Recreational/Social Opportunities

Item	Regular community sponsored recreation and social activities	Accessible community sponsored recreation and social activity	Special/segregated recreation and social activities/events
What types of social activities most likely to use	13 (34.2%)	2 (5.3%)	23 (60.5%)
What types of social activities least likely to use	16 (45.7%)	11 (31.4%)	8 (22.9%)

The adequacy of the types of recreational and social opportunities was rated on a four-point scale (1=Inadequate … 4=Excellent). Of those rating *regular community sponsored* opportunities, almost 75% rated the opportunities as *fair* (55.6%), or *inadequate* (17.8%). *Accessible community sponsored opportunities* was rated as *fair* (47.8%) or *inadequate* (28.3%) by 76.1% of those who responded to the question. Over 50% of those responding rated *special segregated* opportunities as *fair* or *inadequate. Special/segregated* received the highest mean (2.30) of the three choices. (See Table 18.)

Table 18. Adequacy of Recreational/Social Opportunities

Item	Inadequate	Fair	Good	Excellent	Mean
Regular community sponsored (45)*	8 (17.8%)	25 (55.6%)	9 (20.0%)	3 (6.7%)	2.16
Accessible community sponsored (46)*	13 (28.3%)	22 (47.8%)	6 (13.0%)	5 (10.9%)	2.07
Special/segregated (37)*	11 (29.7%)	9 (24.3%)	12 (32.4%)	5 (13.5%)	2.30
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 24 shows how respondents rated the availability of accessible recreation opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of accessible recreation opportunities in the community was rated as *somewhat available* (43.1%) or *not available* (19.6%) by over 50% of the respondents.

Figure 24. Availability of Accessible Recreation Opportunities

|	
Very Available	19.6% (10)
Mostly Available	17.6% (9)
Somewhat Available	43.1% (22)
Not Available	19.6% (10)

(Axis: 0, 10, 20, 30, 40, 50, 60)
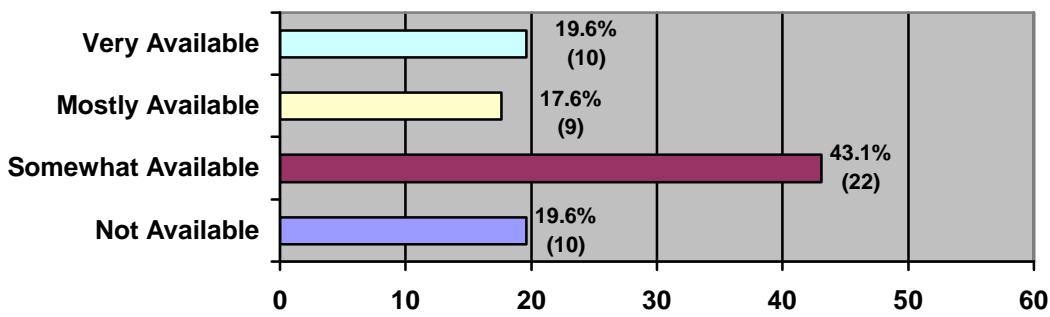
Figure 25 reflects how respondents rated the availability of social opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of social opportunities in the community was rated as *somewhat available* (52.9%), and *not available* (21.6%), by nearly 75% of the respondents.

Figure 25. Availability of Social Opportunities in the Community

|	
Very Available	9.8% (5)
Mostly Available	15.7% (8)
Somewhat Available	52.9% (27)
Not Available	21.6% (11)

(Axis: 0, 10, 20, 30, 40, 50, 60)
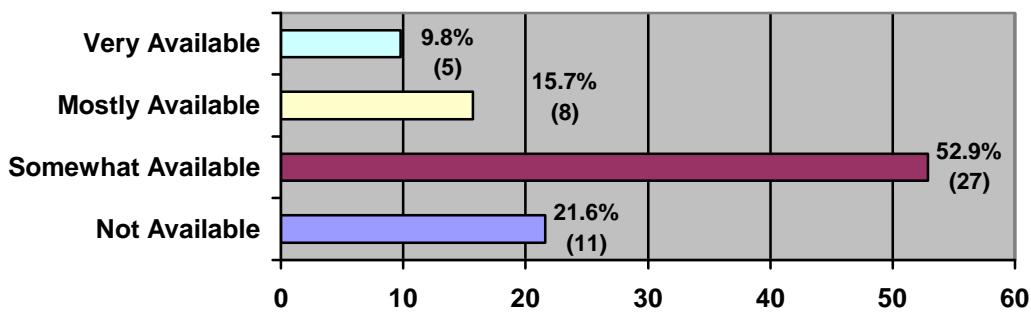
Recreation Focus Group Discussion in Region III:

Participants in focus groups conducted throughout the Region III-Hannibal service area discussed the types of challenges and problems experienced in trying to participate in social and recreational opportunities. Focus group participants also discussed the types of social and recreational opportunities available to them in their respective communities. Detailed findings from the focus groups in Region III, are provided in the sections below.

Recreation Challenges and Problems with Recreation:

Focus group participants discussed the challenges and problems that they have encountered in trying to find, or participate in, recreational and social activities in their communities. One common theme as discussed by focus group participants in Region III was the fact that there are simply *no recreation opportunities available* for individuals with disabilities (9comments). Illustrative comments are provided in detail below. Figure 26 presents the common themes as discussed in focus groups in the Region III area in detail.

Figure 26.
Recreation Challenges/Problems - Region III Hannibal

Legend:
- No recreation opportunities available.
- Limited availability of accessible community-based social and recreation activities.
- Transportation issues (e.g., costs, schedules, availability).
- Safety concerns with regard to community social and recreational activities.
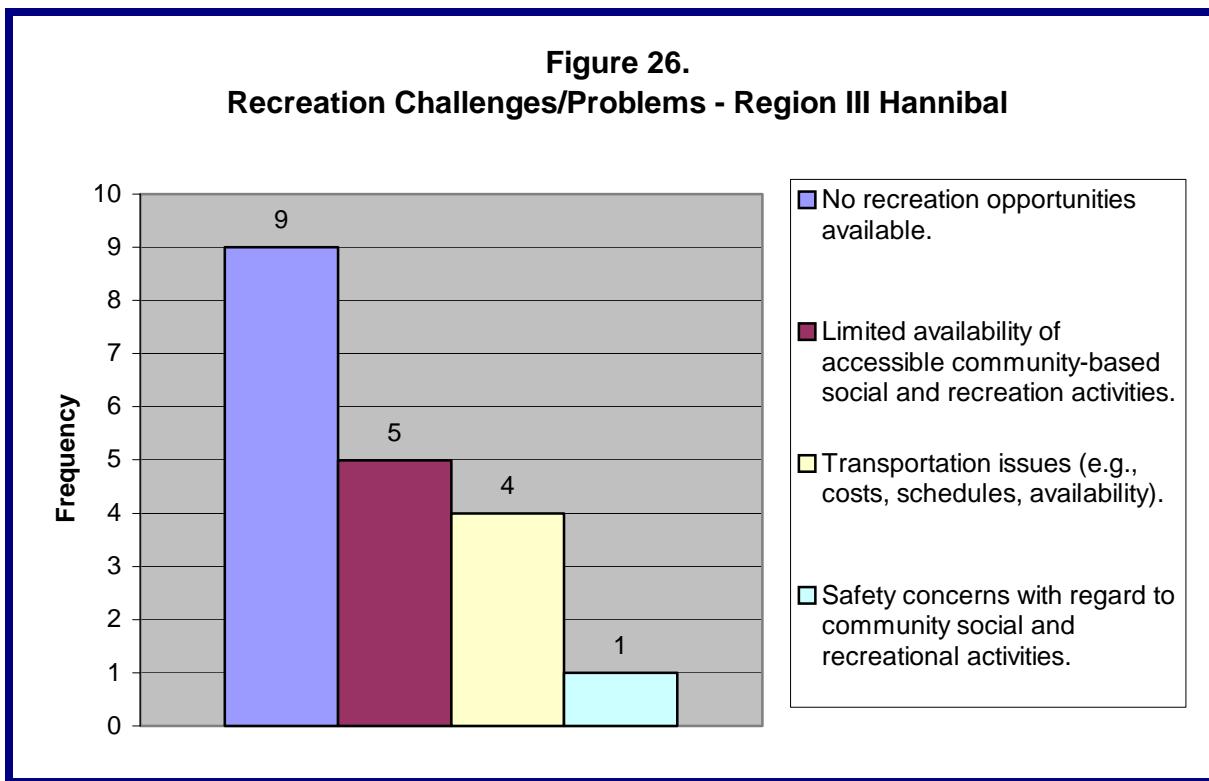
*No Recreation Opportunities Available (9 comments):*

Some focus group participants stated that there are *no recreation opportunities available in our county*. Another echoed this statement there are *no recreational opportunities in our county except for Special Olympics. There no movie theaters or bowling alleys*. One individual commented *you have to go out of the area to get anything, even for your typical child, except maybe a summer baseball program.*

Limited Availability of Accessible Community-Based Recreation (5 comments):

In some communities in the Region III service area, there are limited activities for people with disabilities that are community-based. One participant provided the example, *there are no integrated recreational programs, and you just go out of town if you choose to do that.* Another participant stated *we have to go to Vandalia, or Louisiana for any type of recreation other than what is provided by our group home*.

Recreation Help and Support:

There are some opportunities for social and recreational activities in communities in the Region III-Hannibal Regional Center service area. One common support comes from segregated programs that provide recreational programs and activities (6 comments). Some illustrative comments are provided in detail below. Common recreation help and support themes are presented in Figure 27.

Figure 27.
Recreation Help/Support - Region III Hannibal
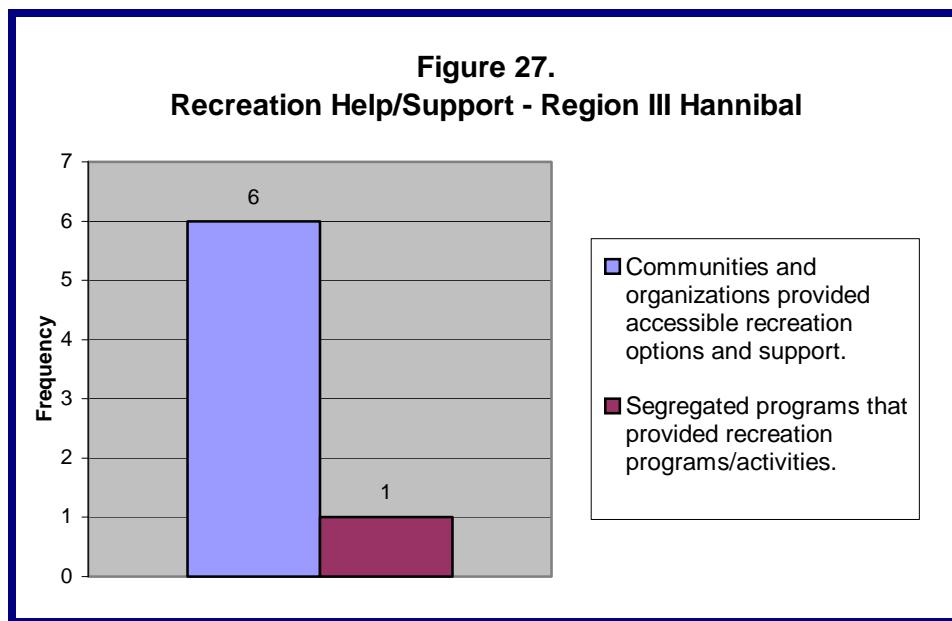
Segregated Programs Provide Recreation (6 comments):

Focus group participants also have access to social and recreational activities in segregated settings. For one focus group participant, *the staff sees that I get to do things in the community of my choosing. In our community, we have dances, parties, a theater, and bowling. We also attend high school activities such as plays, and attend festivals.* A few made comments about the Senate Bill 40 Board. One such comment was the *Senate Bill 40 Board has been very supportive in offering limited transportation to individuals who live in a natural home so they can attend certain recreational activities in the community.*

COMMUNITY RESOURCE/SUPPORT ISSUES

The next section of the survey looked at types of generic community resources/supports people with disabilities are likely to access in their community. The types of community services examined included: (1) civic organizations; (2) faith-based organizations; (3) social service organizations; and (4) family and friends. The type of community resource/support that was *most likely* to be used was *family and friends* (45.2%). The type of community resource/support *least likely* to be used was *civic organizations*. (See Table 19.)

## Table 19. Most and Least Likely Community Resource/Support Choice

Item	Civic organizations	Faith-based organizations	Social service organizations	Family and friends
What type of community resources are people most likely to use?	8 (19.0%)	8 (19.0%)	7 (16.7%)	19 (45.2%)
What type of community resources are people least likely to use?	23 (63.9%)	5 (13.9%)	5 (13.9%)	3 (8.3%)

The adequacy of the types of generic community resources/supports was evaluated on a four-point scale (1=Inadequate …4=Excellent). Over 85% of the respondents rated *family and friends* as *good* (40.9%) or *excellent* (45.5%). *Family and friends* had a mean of 3.30. Faith-based resources were seen as *good* (41.9%) or *excellent* (25.6%) by nearly 70% of the respondents. (See Table 20.)

Table 20. Adequacy of Community Resources/Supports

Item	Inadequate	Fair	Good	Excellent	Mean
Civic organizations (40)*	8 (20.0%)	12 (30.0%)	18 (45.0%)	2 (5.0%)	2.35
Faith-based (43)*	6 (14.0%)	8 (18.6%)	18 (41.9%)	11 (25.6%)	2.79
Social organization (41)*	8 (19.5%)	17 (41.5%)	13 (31.7%)	3 (7.3%)	2.27
Family and friends (44)*	1 (2.3%)	5 (11.4%)	18 (40.9%)	20 (45.5%)	3.30
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 28 indicates how respondents rated how supportive their community is towards people with disabilities. The rating was on a four-point scale (1=Not Supportive…4= Very Supportive). Overall, 60% of the respondents reported the support they receive from their community as *mostly* (26.0%) or *somewhat supportive* (34.0%).

Figure 28. Community Support

| Category	Value
Very Supportive	26.0% (13)
Mostly Supportive	26.0% (13)
Somewhat Support	34.0% (17)
Not Supportive	14.0% (7)
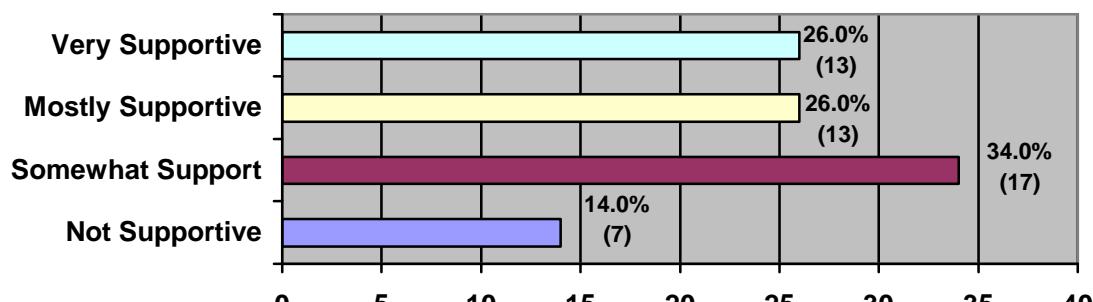
Community Supports Focus Group Discussion in Region III:

The types of community supports that individuals with disabilities and their families receive and the general attitude of the community were discussed as part of the focus group conducted in the Region III service area. Findings from these focus groups are provided in detail in the section below.

Community Supports Received:

The types of community supports that individuals with disabilities and their families receive were discussed. One common community support is from *faith-based organizations* (7 comments). Illustrative comments are provided in detail below. Common themes as related to community support in Region III are presented in Figure 29.

Figure 29.
Community Support Received - Region III Hannibal
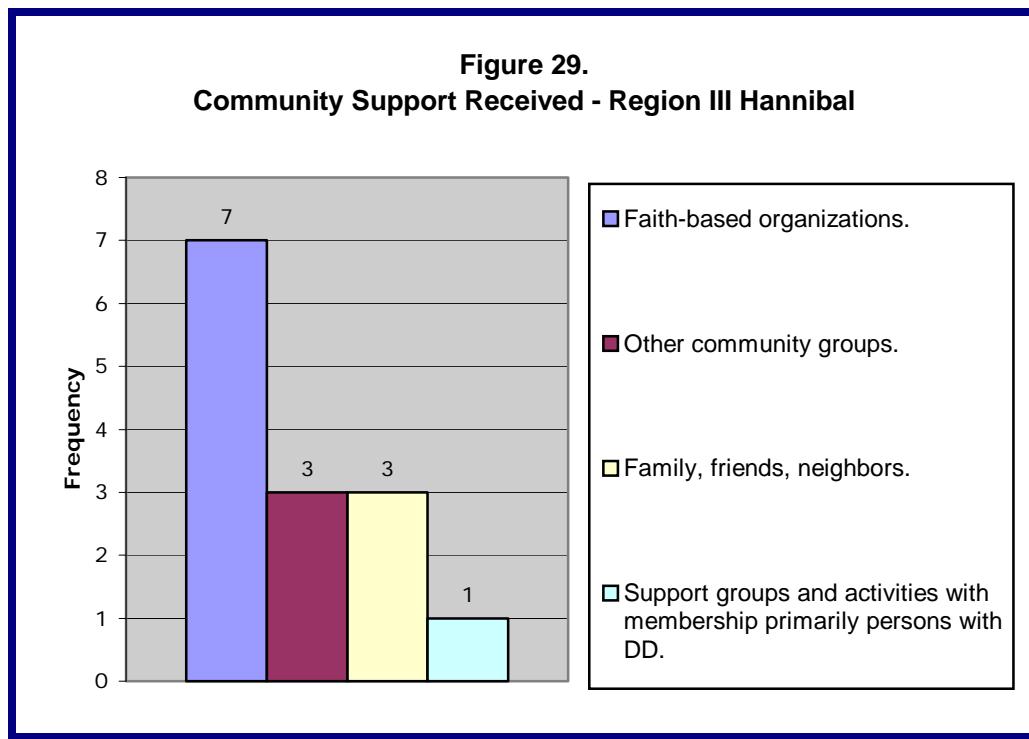
Faith-Based Organizations (7 comments):

There were a few comments about the role faith-based organizations play in providing community support to individuals with disabilities. Individuals feel *the church based community is very supportive*. Another focus group member described the things they get to do at church *we get to do all kinds of things at our church. We get to wear robes and go up to the preacher*. Other comments about faith-based community supports included:

- *I feel welcome in my church.*
- *Faith community is very good to us.*
- *They see that we can get to church and to activities if need be.*
- *Circle of friends and our church family.*

29

Community Attitudes:

General community attitudes about people with disabilities were discussed as a part of the focus groups conducted in Region III. A majority of the focus group respondents stated that there was *good acceptance and support, good attitude from the community* (7 comments). Illustrative comments are provided below. Common themes as relates to community attitudes in Region III are presented in Figure 30.

Figure 30.
Community Support Attitude - Region III Hannibal
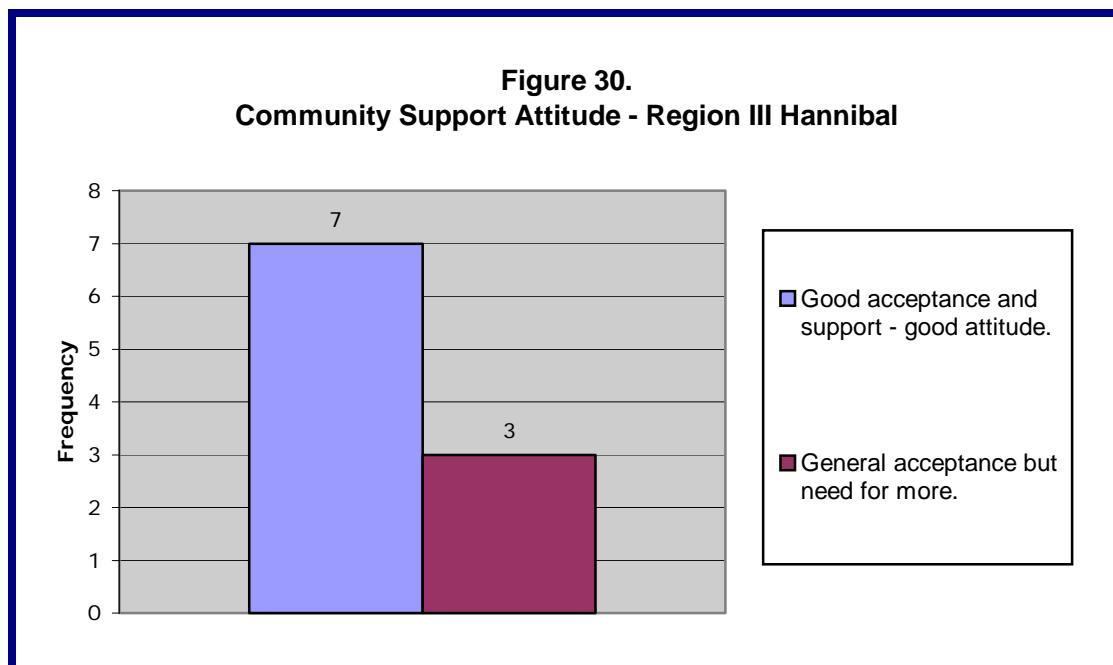
Good Acceptance and Support (7 comments):

Focus group participants stated that they felt there was good acceptance and support from their communities. For example, *we feel welcome in our community and a part of our community.* Another stated that *the attitude of the community is generally good. We feel for the most part it is very positive in our community*. Another said that theirs was *a friendly community and, because of a long-time village where individuals live that have disabilities, our community is very open and includes us.*

SAFETY AND QUALITY ASSURANCE ISSUES

Survey respondents were asked if they were aware of any incidents that affect the health, safety and quality of life of people with disabilities in their community. Incident items included: 1) physical abuse/neglect; 2) sexual abuse; 3) financial abuse; 4) violation of human or legal rights. Respondents were asked to check the incident item if they were aware of any person with a disability in their community who had experienced that type of incident. Table 21 lists the findings.

Of the 54 people surveyed, 14.8% were aware of some physical abuse/neglect in their community; 11.1% were aware of sexual abuse; 14.8% were aware of some type of financial abuse; and 14.8% were aware of a human or legal rights violation.

Table 21. Awareness of Safety Concerns

Item	
Physical Abuse/Neglect	8 (14.8%)
Sexual Abuse	6 (11.1%)
Financial Abuse	8 (14.8%)
Violations of human or legal rights	8 (14.8%)
(Checked numbers per 54 total respondents)	

As a follow up question, respondents who had checked one of the incident items were also asked to share their perception about how that particular type of incident had been handled. As can be seen in Table 22, more people responded to the follow up question than had responded to the original question. For some reason, a number of survey respondents did not understand it to be a follow up question and answered it anyway.

Even though this discrepancy exits, and readers are advised to take it into account, Table 22 is included because it still provides an indication of survey respondent's perceptions on how well the above types of incident items are handled. Additionally, because the handling of these types of incidents requires a degree of discretion, it is also important to recognize that respondents perceptions of how these incidents are handled may not necessarily reflect what actually occurred to address them.

Table 22: How Safety Concerns Were Handled

Item	Not at all	Not well	Well	Very well	Mean
Physical Abuse Neglect (11)*	2 (18.2%)	5 (45.5%)	2 (18.2%)	2 (18.2%)	2.36
Sexual Abuse (9)*	3 (33.3%)	5 (55.6%)	1 (11.1%)	0 (-)	1.78
Financial Abuse (11)*	4 (36.4%)	3 (27.3%)	2 (18.2%)	2 (18.2%)	2.18
Violations of human rights (8)*	2 (25.0%)	4 (50.0%)	2 (25.0%)	0 (-)	2.00
*Scale: 1=Not At All…4=Very Well *Total number responding*					

Survey respondents were asked to rate how safe people with disabilities were in their community. Figure 31 reflects their responses. The rating was on a four-point scale (1=Not Safe At All…4= Very Safe). Over 65% of the respondents saw people with disabilities as being *mostly safe* (33.3%) or *somewhat safe* (33.3%) in their community.

Figure 31. Safety Perceptions

Category	Percentage (Count)
Very Safe	31.3% (15)
Mostly Safe	33.3% (16)
Somewhat Safe	33.3% (16)
Not Safe At All	2.1% (1)

Horizontal axis: 0, 5, 10, 15, 20, 25, 30, 35, 40
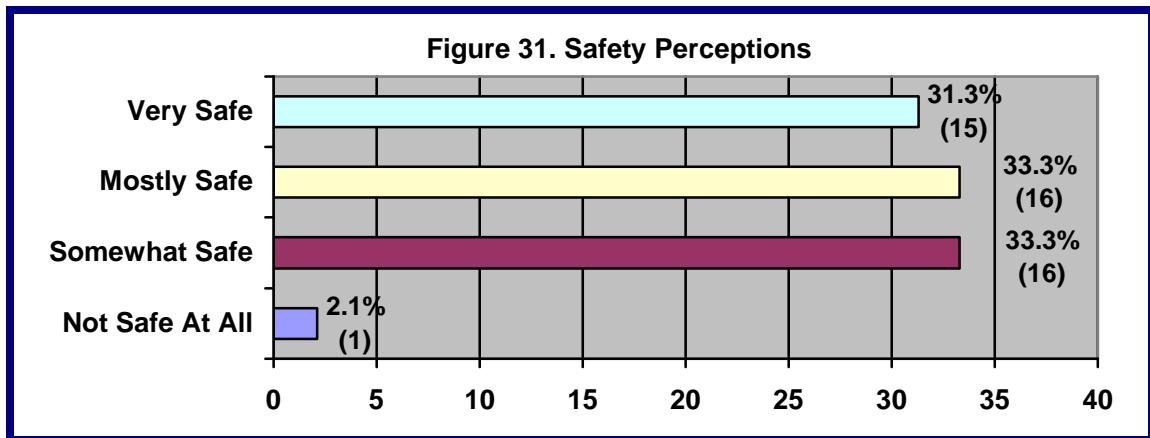
Quality Assurance Focus Group Discussion in Region III:

Quality Assurance and related issues were discussed in the focus groups conducted in the Region III service area. Focus group participants discussed 1) how people with developmental disabilities are included in the community, 2) how people with developmental disabilities are excluded from the community, and 3) how families and people with disabilities are included in planning their futures. Discussions on quality assurance issues from the focus groups conducted in Region III are in detail in the section below.

How People with Developmental Disabilities are Included in Community:

People with disabilities are included in their communities in a variety of different ways. One commonly discussed theme from focus groups conducted in the Region III service area was simply that people are included *through the support and involvement of community organizations* (6 comments). Illustrative comments are provided in detail below. The common themes regarding inclusion in the community from Region III are presented in detail in Figure 32.

**Figure 32.
Quality Assurance Included - Region III Hannibal**

Frequency axis: 0 to 7

Category	Frequency
Through the support and involvement of community organizations and businesses.	6
Faith-based organizations support persons with DD in the community.	3
People with DD are accepted in their communities.	3
Families and friends advocate for persons with DD to be included in their communities.	2
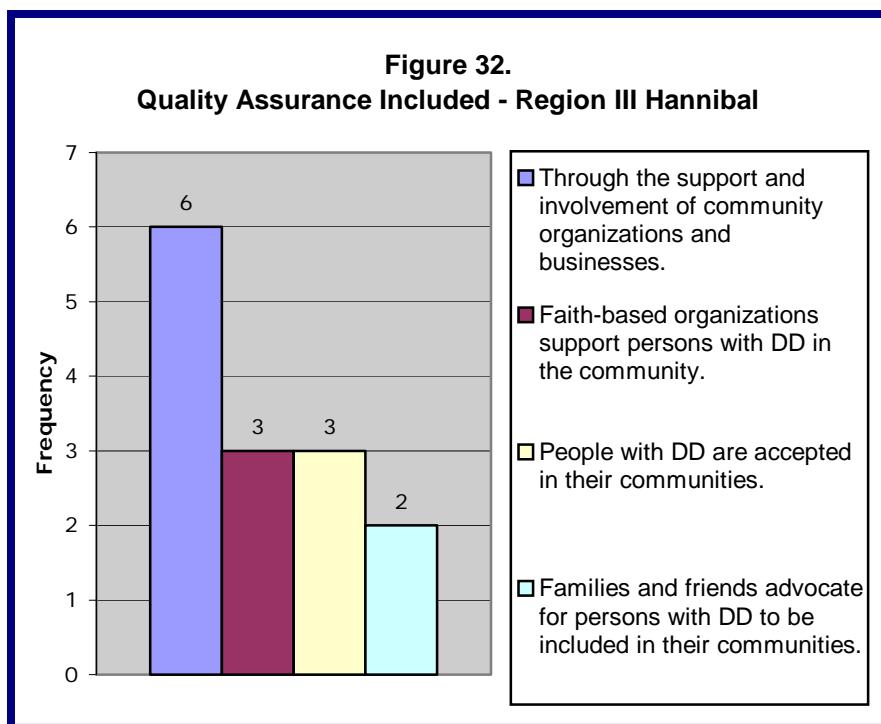
Support and Involvement of Community Organizations (6 comments):

Participants in the Region III service area made comments about their inclusion in the community through support and involvement of community organizations and businesses. In one community, *some of us belong to the Knights of Columbus*. Others felt that they were included in the community through *their church, community center, Independent Living Center, nursing homes, and group such as People First and Key Club in High School.*

How People With Disabilities Are Excluded From the Community:

Focus groups conducted in the Region III service area also asked participants to discuss the ways the people with developmental disabilities are excluded from their communities. One common theme discussed by focus group participants was the part attitudes and lack of understanding of persons with disabilities (4 comments) plays in exclusion from community life. Illustrative comments are included below. The top themes of exclusion are presented in Figure 33.


Figure 33.
Quality Assurance Excluded - Region III Hannibal
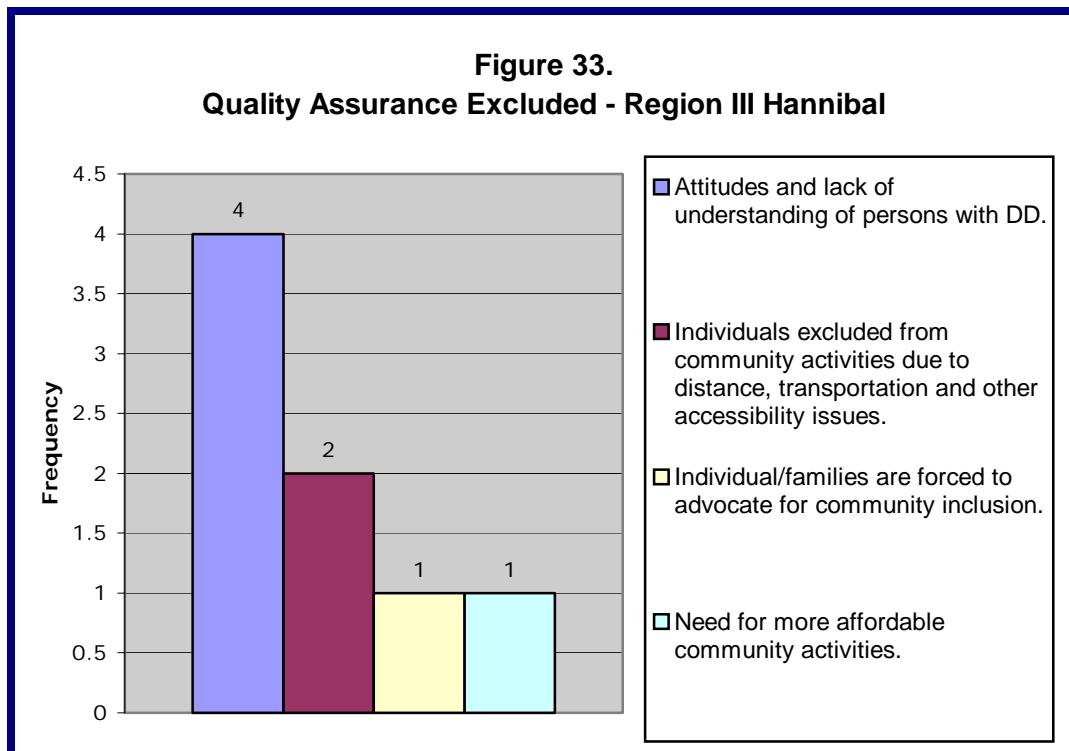
Attitudes and Lack of Understanding (4 comments):

Attitudes and lack of understanding from the community are sometimes the cause for exclusion from the community for people with disabilities. A focus group participant commented that *a lot of our consumers are not always accepted in the community. We feel it is not realistic to expect everybody to accept everybody.* Another added that *I feel they [people with disabilities] are isolated because of acceptance and attitude.* One parent gave an example, *when we tried to*

mainstream our son into the school system, letters were sent out to parents. One parent did not want my child to associate with their child.

Inclusion in the Planning Process:

Focus group participants discussed the ways that people with disabilities and their families are included in the planning processes that affect their lives. There were only a few comments related to this. The most common themes from the focus groups conducted in the Region III area related to *persons with DD are involved in the planning process* (4 comments). Some illustrative comments are provided below. Common themes related to quality assurance planning are presented in Figure 34.

Figure 34.
Quality Assurance Planning - Region 3 Hannibal
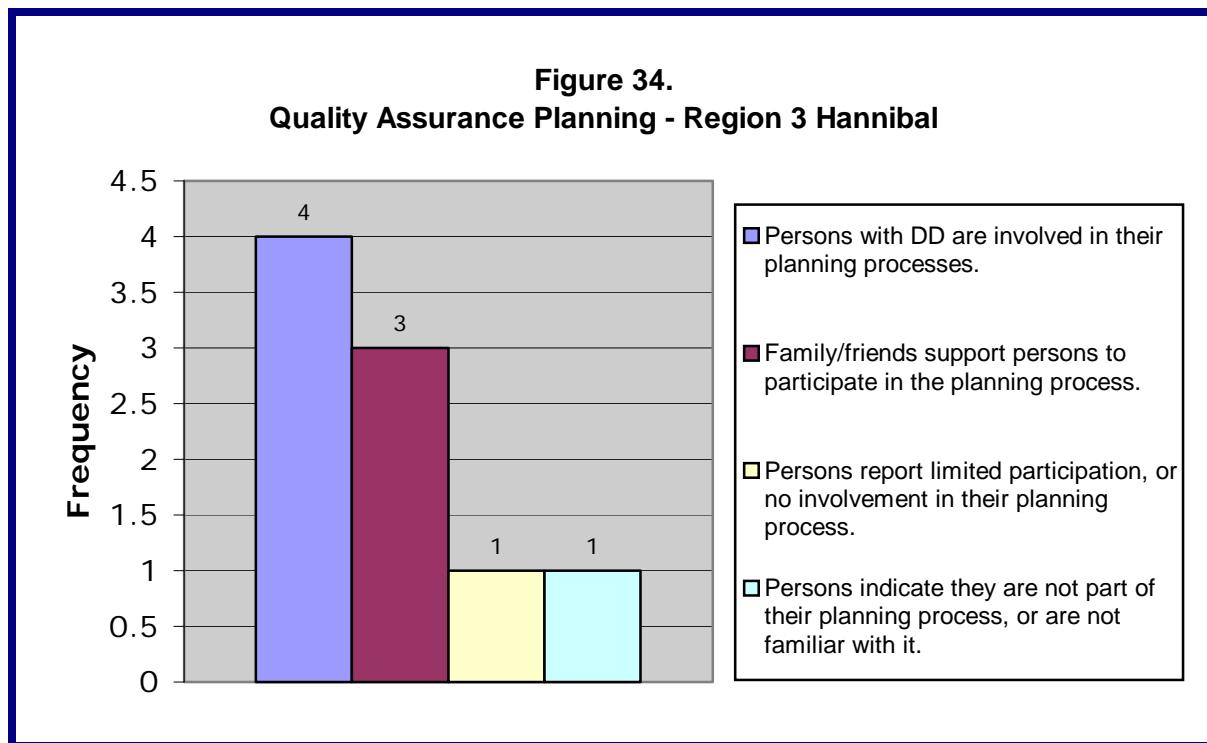
Persons with DD are Involved in Their Planning Processes (4 comments):

Some focus group participants stated that persons with developmental disabilities in their communities were involved in the planning process. These comments included:
- *If we live in a group home, we have an opportunity to be a part of our plan.*
- *Consumers that are a part of Community Opportunities have the opportunity to be a part of the planning process.*
- *Yes, I am included in the planning process.*

Families and Friends Provide Support for the Planning Process (3 comments):

Families and friends often provide support for the planning process. Related comments included:
- *Yes, we are included in the planning.*
- *Only parents that are actively involved with their children's future are ever asked to be included.*
- *Sometimes we are included in the planning process.*

SATISFACTION WITH SERVICES

Survey respondents were asked how they would rate MRDD service coordination/case management services. Figure 35 shows how respondents rated this service. The rating was on a four-point scale (1=Inadequate…4= Excellent). Service coordination was seen as *good* (26.5%) or *excellent* (51.0%) by over 75% of the respondents.
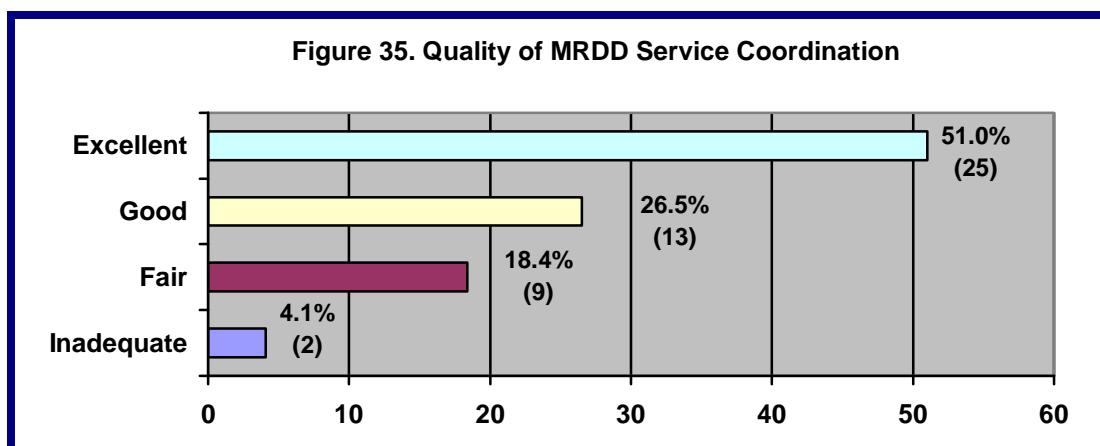
Figure 35. Quality of MRDD Service Coordination

| Rating	%	(n)
Excellent	51.0%	(25)
Good	26.5%	(13)
Fair	18.4%	(9)
Inadequate	4.1%	(2)

Respondents were also asked to rate the quality of services/supports that they, or others had received from providers in their community. Figure 36 shows how respondents rated the quality of provider services/supports. The rating was on a four-point scale (1=Inadequate…4= Excellent). The quality of provider services/supports was rated as *good* (52.9%) or *excellent* (29.4%), by 82.3% of the respondents.

Figure 36. Quality of Provider Services/Supports

Rating	%	(n)
Excellent	29.4%	(15)
Good	52.9%	(27)
Fair	11.8%	(6)
Inadequate	5.9%	(3)

35
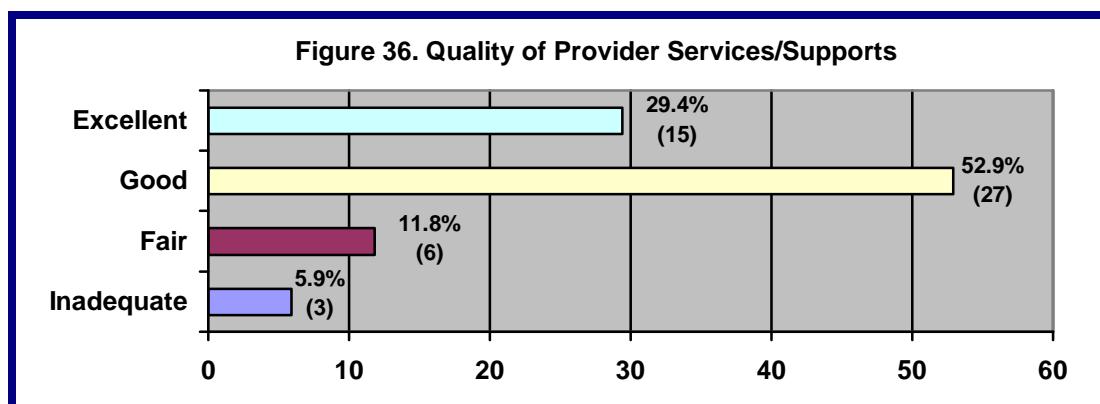
Last Chance Focus Group Discussion From Region III:

Focus group participants were asked *if you could change one thing in your community that would make it better for people with disabilities, what would it be?* The responses to this question are provided in detail in the section below.

Focus group participants made a few comments about the *need more accessible, affordable transportation options that meet individual needs* (5 comments). A few comments by participants in Region III were also made about the need for *fully accessible communities (4 comments)* and e*nhancements in services for persons with DD; support expansion of resources that fund and or provide services* (4 comments). Illustrative comments as related to these themes are provided below. The common themes about changes from Region III are presented in Figure 37.

Figure 37.
Last Chance - Region III Hannibal

- Need more accessible, affordable transportation options that meet individual needs.
- Need for fully accessible communities.
- Enhancements in services for persons with DD; support expansion of resources that fund and/or provide services.
- More medical, dental and other specialty services for persons with DD.
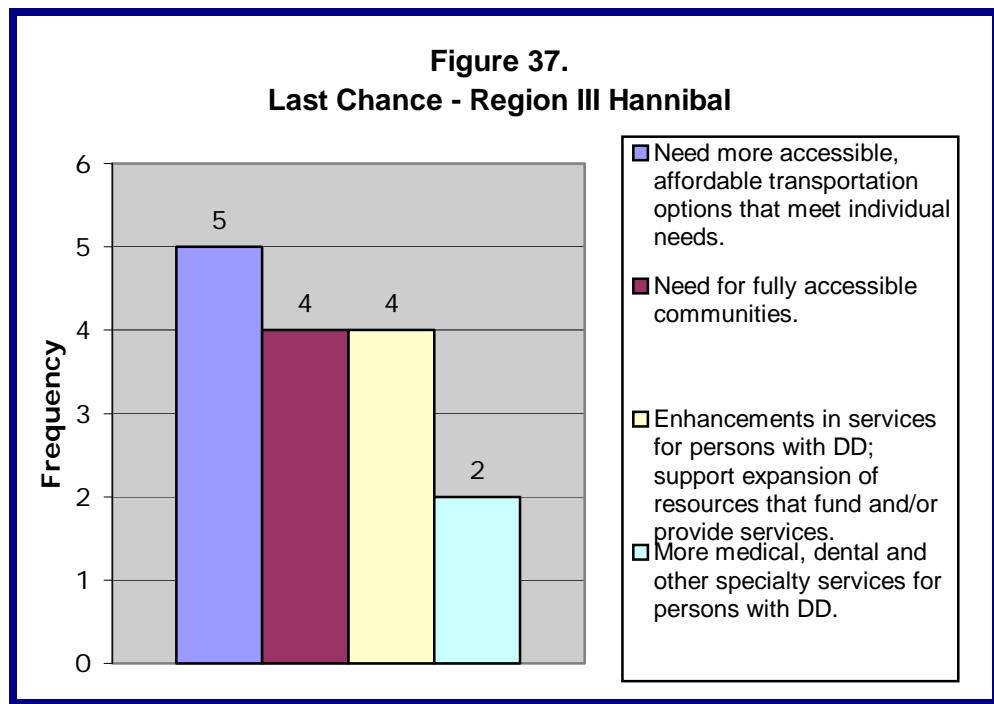
Need for Accessible, Individualized Transportation (5 comments):

For some focus group participants in Region III, *transportation would be most helpful.* A couple of comments were made by focus group participants about more availability of transportation to travel out of town. *We do it all on our own, we get bus tickets to go to St. Louis.* Another echoed this statement, *even going to St. Louis, you have to go to Hannibal to catch the bus.*

Need for Fully Accessible Communities (4 comments):

A few comments in focus groups conducted in the Region III area were related to the need for more fully accessible communities. These comments included:
- *I don't think town's accessibility is very safe because there are not sidewalks.*
- *Some public buildings are not accessible.*
- *Make the stores, sidewalks, and community more accessible.*

Enhancement in Services for Persons with Disabilities (4 comments):

Enhancement in services for persons with disabilities was a suggested change. Related comments from focus group participants in the Region III services area included:
- *[We need] more funding.*
- *Can't do anything without funding.*
- *Proper training for individuals who work with those with disabilities.*
- *I am worried about Medicaid and Medicare.*

The MISSOURI PLANNING COUNCIL For DEVELOPMENTAL DISABILITIES
Region IV: Kansas City – Metropolitan Council on DD Needs Assessment

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Report Prepared For:
The Missouri Planning Council for Developmental Disabilities

January 2006

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PREFACE

The Missouri Planning Council for Developmental Disabilities is a federally-funded, 23-member consumer-driven council appointed by the Governor. Public Law 106-402 mandates the Council to plan, advocate for, and give advice as to programs and services for persons with developmental disabilities to increase their opportunities for independence, productivity, and integration in to communities. The Council's mission is to support communities to include all persons with developmental disabilities in every aspect of life.

The Missouri Planning Council provides partial funding for Regional Advisory Councils across the state. Regional Councils provide grassroots planning and advocacy for improving supports and services for persons with developmental disabilities. This includes serving as an advisory body for the Missouri Department Mental Health, and Division of Mental Retardation and Developmental Disabilities' eleven Regional Centers across the State of Missouri.

In partnership with the Regional Councils, the Missouri Planning Council administered a written survey questionnaire and conducted a series of focus groups throughout the State to facilitate a better understanding of strengths, as well as barriers that self-advocates and families face, in accessing programs, services, and other supports necessary to achieve independence, productivity, and integration in to community life. What is learned from the focus groups and the survey results will assist in the Missouri Planning Council and Regional Councils in their long-range planning and advocacy efforts.

The Missouri Planning Council also wishes to express its gratitude for the assistance of other entities and organizations, committed to serving Missourians with developmental disabilities, in the needs assessment process.

INTRODUCTION

Table 1: Counties

County	# of Returns
Jackson	18
Platte	20
Ray	7
Bates	8
Cass	6
Clay	9
Johnson	7
Lafayette	9

In each of the eleven MRDD Regions in Missouri people with disabilities and their families answered written surveys about different aspects of their life. This included employment, housing, recreation, and education to name a few. These surveys were conducted in all of the counties in Missouri. Table 1 lists the counties in the Kansas City Region and the number of returns that were received from each county. Table 2 represents the MRDD Regions.

Written Survey Respondents:

The majority of the respondents in the Kansas City Region were family members (66.3%). There were 27 responses from persons with a disability

Table 2: Regions
Region I: Albany - Council on DD
Region II: Kirksville - Planning and Coordinating Council for DD
Region III: Hannibal - DDA Council of Missouri
Region IV: Kansas City - Metropolitan Council on DD
Region V: Joplin - Council on DD
Region VI: Springfield - Council on DD
Region VII: Rolla - Council on DD
Region VIII: Poplar Bluff - Disability Council of the Ozarks
Region IX: Sikeston: Regional Council on DD
Region X: Central Missouri - Council on DD
Region XI: St. Louis - Gateway Regional Advisory Council

(33.8%). Of the 84 that participated in the survey, 4 did not respond to the question *I am a: family member or persons with disability.* Figure 1 presents these findings.

The majority of the respondents received services from the Division of Mental Retardation/Developmental Disabilities (65.4%). Slightly less than 35% did not receive these services. Of the 84 that participated in the survey, 6 did not respond to the question have you *received or didn't receive* services from MR/DD. (See Figure 2.)

Figure 1: Written Survey Respondents
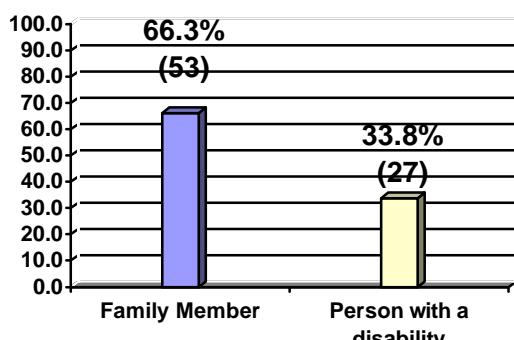
Missing = 4

Figure 2: Respondents Receiving Services
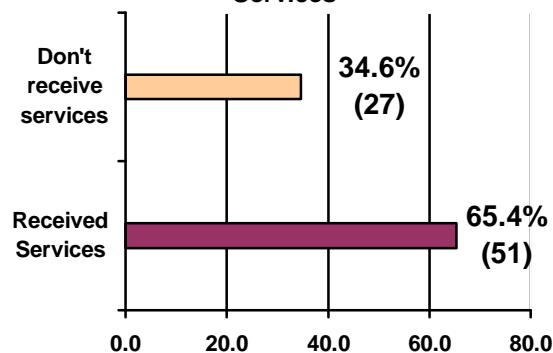
Missing = 6

Focus Group Respondents:

In addition to the written surveys, 10 focus groups were held in the Region IV area. There were 80 individuals who participated in the focus groups, 41.2% (33) were individuals with a developmental disability, and the other 58.8% (47) were family members. Over half (60%) of the focus group participants received services. The following summarizes the results of both the written surveys and the focus groups.

EMPLOYMENT ISSUES

Survey respondents were asked to rank where adults with disabilities work/live in the community. The options were (1) non-employment situations; (2) sheltered employment; (3) community employment with paid supports; and (4) regular job in the community. (See Table 3.)

Table 3. Most and Least Likely Place to Work

Item	Non-Employment Situation	Sheltered Employment	Community Employment with Paid Supports	Regular Job in the Community
Where do adults with disabilities work/live in your community	18 (32.7%)	29 (52.7%)	4 (7.3%)	4 (7.3%)
Where do adults spend the Least amount of time	4 (9.5%)	5 (11.9%)	3 (7.1%)	30 (71.4%)

The respondents were also asked whether the different types of employment opportunities were (1) inadequate; (2) fair; (3) good; or (4) excellent. Table 4 presents the findings. Of the four employment options, sheltered employment services were rated as most adequate (mean of 2.82) and regular jobs in the community were rated as least adequate (mean of 1.95).

Table 4. Adequacy of Employment Settings

Item	Inadequate	Fair	Good	Excellent	Mean
Regular job in the community (38)	18 (47.4%)	8 (21.1%)	8 (21.1%)	4 (10.5%)	1.95
Community Employment with paid support (45)*	12 (26.7%)	13 (28.9%)	11 (24.4%)	9 (20.0%)	2.38
Sheltered Employment (56)*	8 (14.3%)	11 (19.6%)	20 (35.7%)	17 (30.4%)	2.82
Non-employment situation (49)*	19 (38.8%)	9 (18.4%)	8 (16.3%)	13 (26.5%)	2.31
*Scale: 1=Inadequate....4=Excellent *Total number responding*					

Figure 3 reflects respondents rating of the opportunities for regular or supportive employment for people with disabilities in their community. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for employment in the community was seen as *fair* to *inadequate* by over 50% of those who responded to the question.

Figure 3. Regular or Supported Employment Opportunities

Rating	Value
Excellent	7.9% (5)
Good	39.7% (25)
Fair	22.2% (14)
Inadequate	30.2% (19)

Employment Focus Group Discussion In Region IV:

Focus group participants from the Region IV-Kansas City service area were asked to discuss the issues they have with employment, including: 1.) the problems and challenges they have experienced in getting employment, and 2.) the help and support they need to gain employment. Issues concerning employment are below in detail.

Employment Problems and Challenges:

The focus group participants from the Region Four service area discussed the problems they have experienced related to employment. The most common theme to emerge from focus group discussions related to the fact that there are *few or no job opportunities* (7 comments). Illustrative comments related to employment challenges are provided in detail in the section below.

Figure 4. Employment Challenges/Problems Region IV Kansas City

Challenge	Frequency
Lack of employer supports, including accessibility and accommodations	7
Employer perceptions, attitudes, and lack of understanding	6
Concern with capacity of employment provider agencies/system	6
Few or no job opportunities	5
Mismatch with person's vocational interests or abilities/skills	5

Top themes related to employment are provided in detail in Figure 4.

4
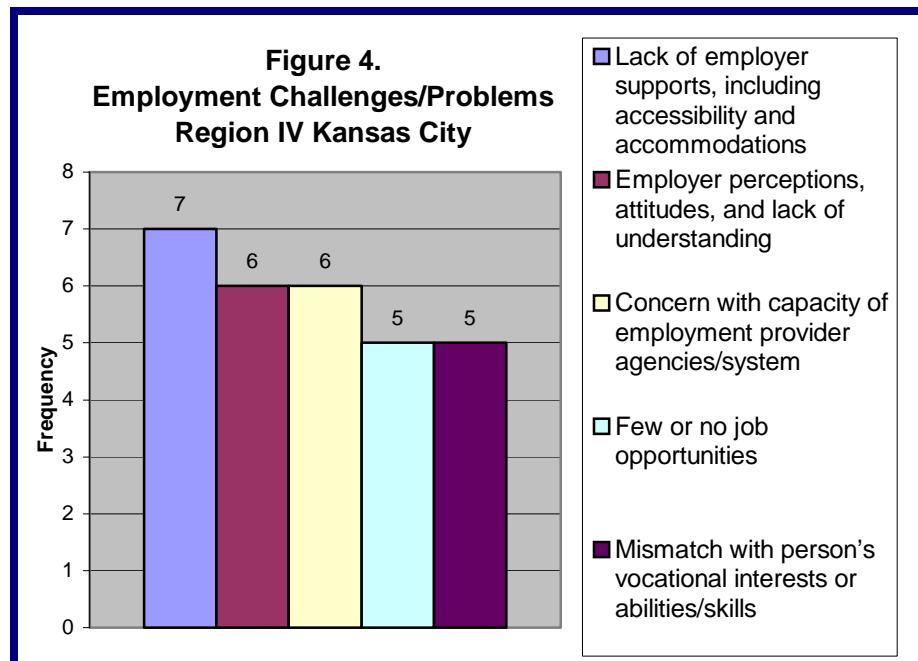
Few or No Job Opportunities (7 comments):

The focus group participants in the Region IV service area discussed the lack of opportunities in their area. A common barrier is that people don't know where to find job opportunities. One focus group participant stated that *my nephew never had a job. He needs a permanent place of employment. The barrier is not knowing where to go to get connected to assist with employment.* Other focus group participants indicated that this was a challenge for them, too. *I had a job at Taco Bell. I liked it, it was fine. Unfortunately, they had to lay me off. I am not working now. I would like to work again. I am not sure how to work again.*

Employer Perceptions, Attitudes, Lack of Understanding (6 comments):

Employer perceptions and attitudes about people with disabilities can be a barrier to employment. One focus group participant gave an example of how this is a challenge. *My husband is handicapped. It is hard for him to find a job because they see him as a liability risk because he uses a wheelchair.* Another focus group participant used her daughter as an example. *There are high expectations for employers. The employers want it to work because they are in the limelight. My daughter was set up for success. It did not work, and now she is down and does not want to work.*

Concern with Capacity of Provider (6 comments):

Focus group participants voiced their concerns about the capacity of job and work agencies and providers. More advocates and job coaching is needed. *We need an advocate to work with individuals. Job coaching is needed especially for initial term of employment. I have an advocate that would represent their interests within the workplace.* Another would like a job coach *I could have used more time with a job coach to assist me with keeping my job at Wal-Mart.*
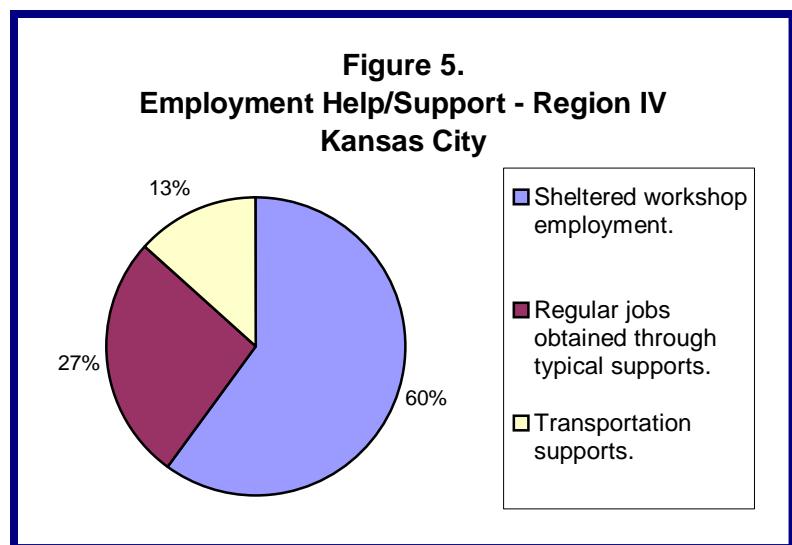
Employment Help and Supports:

Focus group participants in the Region IV-Kansas City service area also discussed the types of help and support they have received for employment. One of the most common types was sheltered workshop employment (9 comments). Some illustrative comments are included in detail in the section below. The related themes are provided in detail in Figure 5.

**Figure 5.
Employment Help/Support - Region IV Kansas City**

- Sheltered workshop employment. — 60%
- Regular jobs obtained through typical supports. — 27%
- Transportation supports. — 13%

Sheltered Workshop Employment (9 comments):

Some of the focus group participants in the Region Four area had received employment support through sheltered workshops. One gave the example, *my daughter has worked at the workshop, and I thank God for the workshop. I thank Bates County for supporting it.* Another stated that in their community for example, *Barton Co/Lamar Workshop is more people oriented. They care about workers, not just the project.* In one area, *the sheltered workshop has a line at the Shribers plant-working along side non-disabled peers.*

RESIDENTIAL SETTING ISSUES

The next section examined was residential settings. The respondents were asked to identify where people with disabilities in their community were most likely to live: (1) a place of their own; (2) at home with family and friends; (3) group home; or (4) large segregated facilities. The majority (63.2%) noted that most were likely to live at home with family or friends. People with disabilities were least likely (4.4%) to live in large segregated facilities. Only (11.8%) noted that people with disabilities live in a place of their own. (See Table 5.)

Table 5. Most and Least Likely Place to Live

Item	Place of their own	At home with family/friends	Group home	Large segregated facilities
Where most likely to live	8 (11.8%)	43 (63.2%)	14 (20.6%)	3 (4.4%)
Where least likely to live	35 (64.8%)	5 (9.3%)	4 (7.4%)	10 (18.5%)

The availability of residential settings was assessed on a four-point scale: (1=Not Available…4=Very Available). Of those who rated the availability of a *place of their own* (59), 32.2% responded as *not available*, while 39.0% indicated that they were *somewhat available*. The most available residential setting was *at home with family/friends* (mean 3.01*), with *group homes* being the next most available (mean 2.58*). (See Table 6.)

Table 6. Availability of Housing/Living Settings

Item	Not available	Somewhat available	Most available	Very available	Mean
Place of their own (59)*	19 (32.2%)	23 (39.0%)	8 (13.6%)	9 (15.3%)	2.12
At home with family/friends (67)*	1 (1.5%)	20 (29.9%)	23 (34.3%)	23 (34.3%)	3.01
Group home (59)*	10 (16.9%)	18 (30.5%)	18 (30.5%)	13 (22.0%)	2.58
Large segregated facilities (45)*	13 (28.9%)	10 (22.2%)	13 (28.9%)	9 (20.0%)	2.40
*Mean: 1=Not available…4=Very available *Total number responding*					

Figure 6 shows how respondents rated the opportunities for community-based housing/living options. The rating was on a four-point scale (1= Inadequate... 4= Excellent). Opportunity for community-based housing/ living was rated as *fair* (36.2%), or *inadequate* (34.5%) by over 70% of the respondents.

Figure 6. Community-Based Housing/Living Opportunities

Excellent — 10.3% (6)
Good — 19.0% (11)
Fair — 36.2% (21)
Inadequate — 34.5% (20)
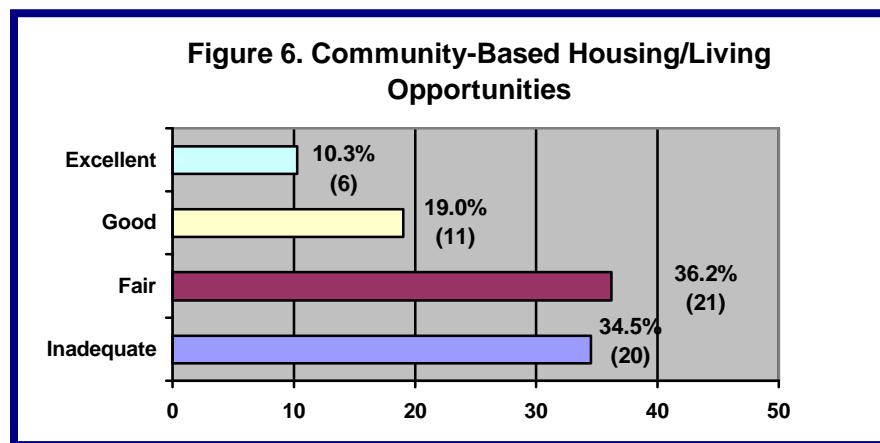
Housing Focus Group Discussion In Region IV:

The focus groups in the Region Four-Kansas City service area discussed issues related to housing such as 1.) Problems and challenges experienced in finding a place to live; and 2.) Helps and supports received for housing. Housing related issues discussed in the focus groups in Region IV are presented below.
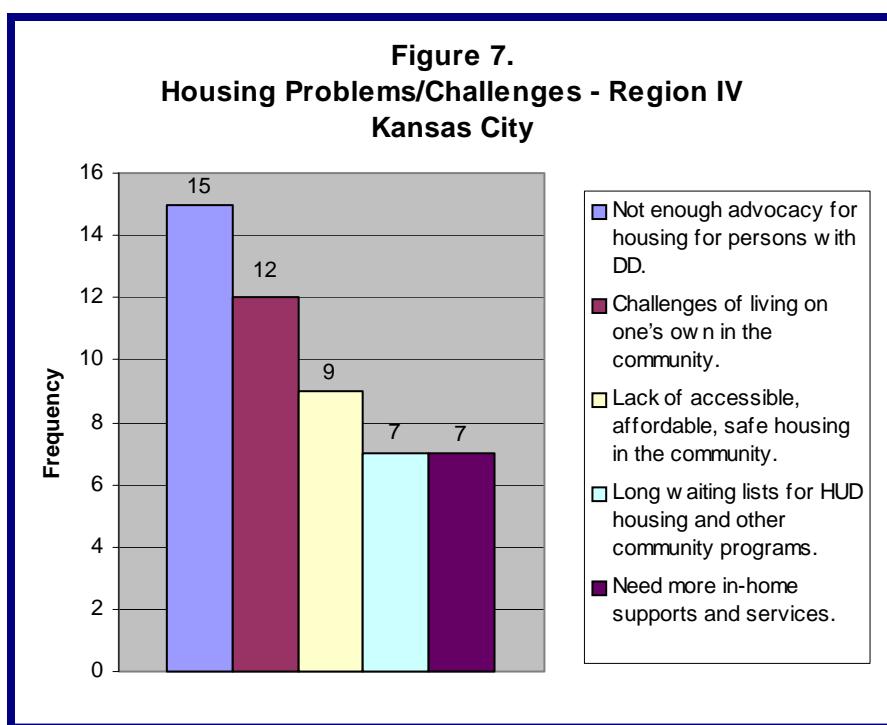
Figure 7.
Housing Problems/Challenges - Region IV
Kansas City

- Not enough advocacy for housing for persons with DD. — 15
- Challenges of living on one's own in the community. — 12
- Lack of accessible, affordable, safe housing in the community. — 9
- Long waiting lists for HUD housing and other community programs. — 7
- Need more in-home supports and services. — 7

Housing Problems and Challenges:

Many of the focus group participants had experienced problems and challenges trying to obtain housing. One common theme from the focus groups related to *not enough advocacy for housing persons with DD* (15 comments). Illustrative comments are related to the top themes in problems and challenges are provided in detail below. Housing themes are presented in detail in Figure 7.

7

Not Enough Advocacy for Housing for Persons with DD (15 comments):

A number of focus group participants felt there wasn't enough housing advocacy for people with developmental disabilities. One problem is that they get put on waiting lists. Focus group participants felt there should be more advocacy so that people with disabilities seeking housing do not have to wait. One participant was *put on the wait list for a group home*. A family member gave a similar example. [My family member] *just moved in to a group home. She was on a wait list for five years.*

Challenges of Living on One's Own in the Community (12 comments):

There are challenges for people with disabilities living on their own. Focus group participants expressed concern about their family members with disabilities living on their own. One mother gave an example. *My son has stated in the past he would like his own apartment. However, there are concerns about his ability to live on his own.* Another participant was equally concerned for their family member because *Concerned Care got her an apartment in the inner city. People were walking in and out of her apartment. She did not see any danger in that. She has no concept of danger. Our family is concerned about her safety.*

Lack of Accessible and Affordable Housing (9 comments):

It is *difficult to find housing* for many people with disabilities. Sometimes *there are not many apartments that are accessible.* Other participants agreed. *Availability for accessible housing is difficult.* One focus group participant discussed the fact that *there are very few places to choose from for housing for an individual with multiple handicaps.*

Long Waiting Lists for HUD (7 comments):

Focus group participants stated that there are very long waiting lists for Housing and Urban Development (HUD) subsidized housing. Focus group participants cannot obtain the housing they need because *housing programs that assist with payments-there is a huge wait list.* One focus group participant gave an example an example about their family member *she informed that if she was homeless, she would have a better chance.* Another stated that *the only people getting housing services are if they are in a crisis.*

Need More In-Home Supports and Services (7 comments):

More supports for people with disabilities to remain in their natural home are needed. For example, *respite care would be helpful.* One stated that *respite care is not available* for people in the area. There aren't enough funds or supports for people wishing to remain in the natural home. Certain *people are getting a majority of the money.* In natural home settings *people will have to move together* in order to afford this option. Individuals capable of living in a natural home setting are sometimes not given this option because as one participant commented, *higher functioning people are left between the cracks...it is easier to put them in a group home* rather than to set them up in a natural home.

Housing Support and Help:

Supports and help that people have experienced for housing were also discussed in focus groups in Region Four. Two common supports emerged from focus group discussions, *public programs, resources and organizations that help with housing* (9 comments) and *persons living with family* (9 comments). Some illustrative comments related to housing support in Region IV are provided in detail below. The housing support themes are presented in Figure 8.

Figure 8.
Housing Help/Support - Region IV Kansas City

Legend:
- Public programs, resources, and organizations that help with housing (i.e. HUD programs).
- Persons living with family.
- Persons living in their own home in the community with generic or paid supports.
- Community living supports in congregate residential settings.

Values: 9, 9, 6, 3 (Frequency)
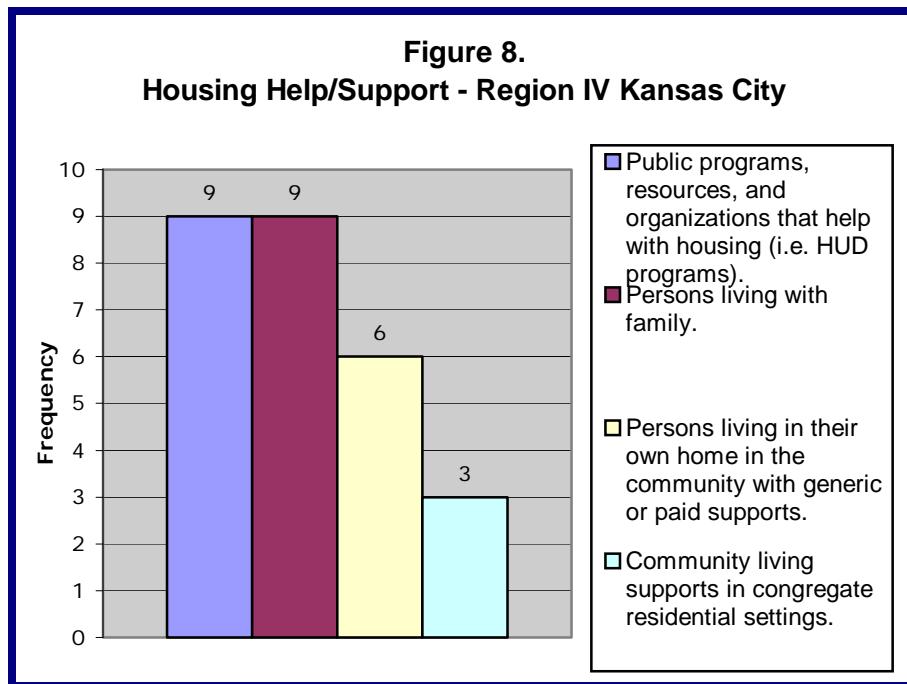
Public Programs, Resources, Organizations that Provide Housing Support (9 comments):

Focus group participants in the Region Four service area receive housing support and assistance through a variety of public programs and organizations. One participant *had support from the regional center to help modify our home so our child is able to live in own home.* Another focus group participant stated that in their community, *they have a Supported Living Program, and a HUD program. There are 31 people living in apartment with limited support from staff. It worked very well.*

Persons Living With Family (9 comments):

One common form of housing support comes from the families of people with disabilities. It is not uncommon for individuals with DD to live with their families. Several individuals commented *my daughter lives with me*. One family member had never experienced issues with housing *there not a whole lot of challenges* [with housing] *because both of my children live at home with me.* People with disabilities often enjoy this support and are confident that they will always have a home, *I live with my mom, and I enjoy living with her. If she dies, she will leave the house to me.*

9

TRANSPORTATION ISSUES

The next area that was discussed on the survey was transportation issues. Four types of transportation were examined: (1) special transportation; (2) public transportation; (3) family and friends; and (4) self-transportation. Very few noted that people with disabilities in their community were likely to use self-transportation (7.6%). Most respondents reported that the most likely use was public transportation (45.5%). (See Table 7.)

Table 7. Most and Least Likely Transportation Choice

Item	Special Transportation	Public Transportation	Family and Friends	Self-transportation
How do people get around	9 (13.6%)	30 (45.5%)	22 (33.3%)	5 (7.6%)
Least likely	23 (46.9%)	7 (14.3%)	5 (10.2%)	14 (28.6%)

The adequacy of transportation options was assessed on a four-point scale (1=Inadequate… 4=Excellent). All four options were rated as *fair* or a little above *fair* by the respondents. Of those rating *special transportation*, nearly 40% rated it as *inadequate*. Of those who rated *public transportation*, over 60% felt it was either *inadequate* or *fair*. While *self transportation* received an overall rating of *fair* to *good*, 30.0% rated it as *inadequate* and 28.0% rated it as *excellent*. Table 8 presents the findings.

Table 8. Adequacy of Transportation

Item	Inadequate	Fair	Good	Excellent	Mean
Special transportation (56)*	22 (39.3%)	10 (17.9%)	12 (21.4%)	12 (21.4%)	2.25
Public transportation (69)*	20 (29.0%)	23 (33.3%)	19 (27.5%)	7 (10.1%)	2.19
Family and friends transportation (61)*	14 (23.0%)	19 (31.1%)	18 (29.5%)	10 (16.4%)	2.39
Self transportation (50)*	15 (30.0%)	15 (30.0%)	6 (12.0%)	14 (28.0%)	2.38
1=Inadequate…4=Excellent *Total number responding					

Figure 9 shows how respondents rated community-based transportation opportunities for people with disabilities. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based transportation was rated as *fair* (33.3%) or *inadequate* (34.9%) by nearly 70% of the respondents.
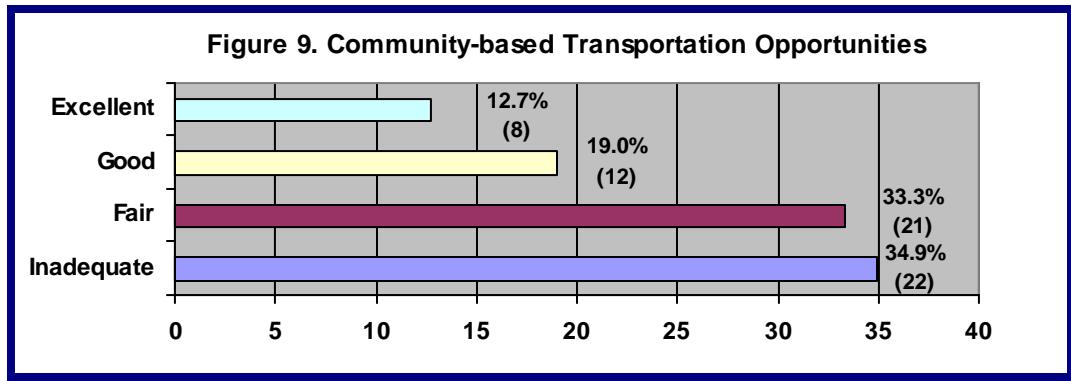
Figure 9. Community-based Transportation Opportunities

Excellent	12.7% (8)
Good	19.0% (12)
Fair	33.3% (21)
Inadequate	34.9% (22)

Transportation Focus Group Discussion in Region IV:

Focus group participants in Region IV discussed issues related to transportation including 1.) Problems and challenges and 2.) Help and support received for transportation. Discussion of transportation issues as it relates to the focus groups conducted in Region IV, are provided in detail below.

Transportation Challenges/Problems:

Focus group participants discussed some of the challenges and problems they have experienced trying to obtain transportation. Two common themes among the focus groups were related to *availability and transportation options* (7 comments), and *limited transportation schedules* (7 comments). Illustrative comments about the top common transportation themes from the focus groups are provided in detail below. Illustrative comments related to the top themes in transportation challenges are presented in detail in Figure 10.

Figure 10.
Transportation Challenges/Problems - Region IV Kansas City

Legend:
- Availability and transportation options, especially in rural areas.
- Limited transportation schedules.
- Reliable, consistent transportation services (e.g. arrive on time).
- Cost to meet transportation needs.
- Limited support training on DD for drivers and staff.
- Difficult to understand complex transportation systems.

11
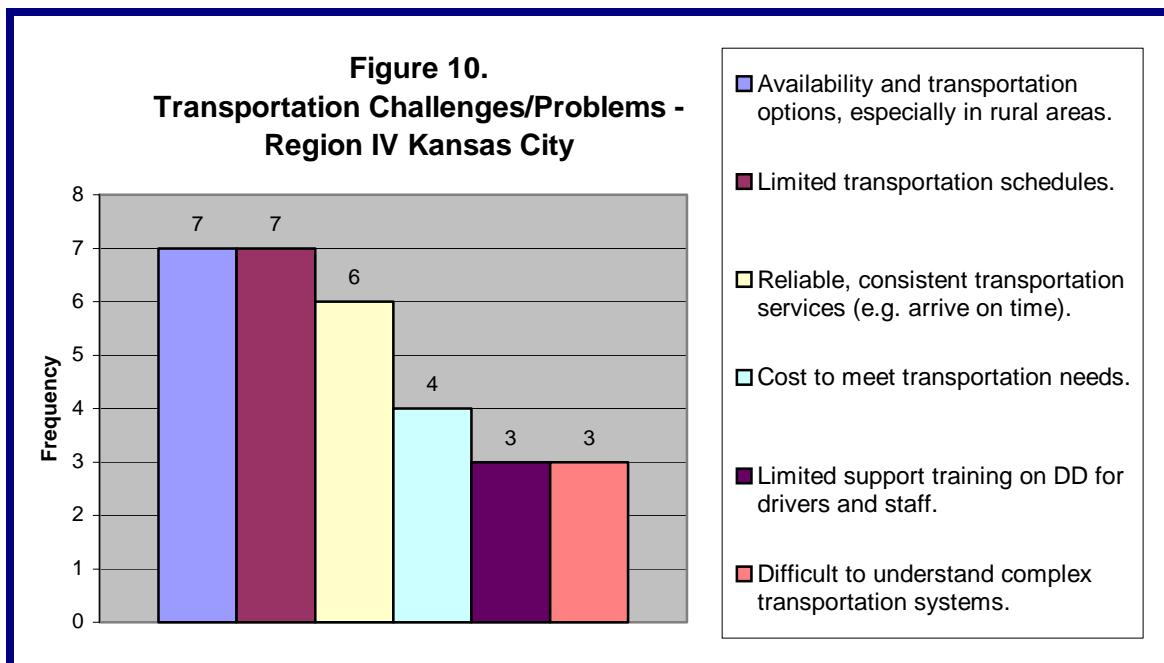
Availability and Transportation Options (7 comments):

Transportation availability and options are lacking, especially as it pertains to rural settings. As a focus group participant stated, *kids that live in the city, they have better access to transportation. It isn't good in the country [transportation options]. There is nothing here.* Another participant gave an example *there is only one bus for Bates County. It is from Rich Hill to Butler. She [my family member] has to ride a long time, and fortunately, she rides the bus well. However, if there is snow or rain, her ride is even longer.*

Limited Transportation Schedules (7 comments):

Focus group participants stated that the transportation scheduling is limited. One focus group participant stated *I take a bus to and from work, but it takes about one hour when I live only five minutes away from my workplace.* Another gave the example *the city has now taken over the funding for the transportation. I don't think people use it because they don't want to wait a while before being picked up. The routing of the transportation is not good.*

Reliable Consistent Transportation Services (6 comments):

For some of the focus group participants in Region IV, the transportation provided is neither consistent, nor reliable. One participant provided an example of this. *The bus does not run as well on the weekend. You have to work with the bus system because sometimes they forget me, and pass me by. It does cause trouble with work.* Other focus group participants indicated they had similar experiences, *Share-a-Fare forgot to pick me up.*

Figure 11.
Transportation Help/Support - Region IV
Kansas City
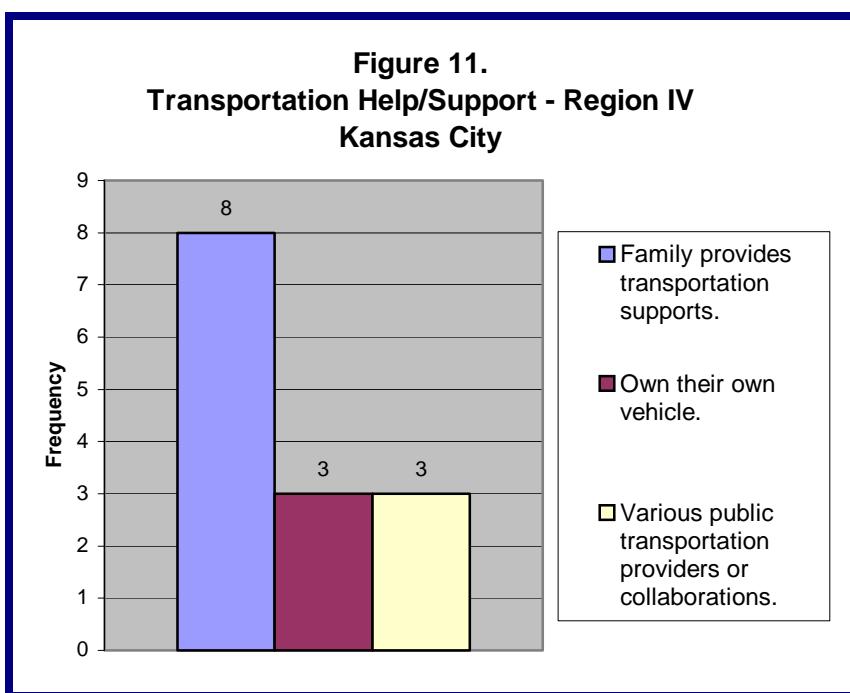
Transportation Help and Support:

Focus group participants in Region IV discussed the types of help and support they had received for transportation. In the Region IV service area, the *family provides transportation supports* (8 comments). Illustrative comments as they relate to this are provided below. The common themes from the focus group discussion on transportation help and support are presented in Figure 11.

Family Provides Transportation Support (8 comments):

Focus group participants commonly use their families for help with transportation. One family *scrimped to save for a lift. It took a long time to get a lift. We live way out in the country, and there is no transportation out there.* A parent commented that *the only way my son gets anywhere is by family.* Another added *I have to depend on my family for transportation.* One parent stated *I transport my daughter to and from work. She comes to my office after work, which is a block away from the workshop.*

CHILDCARE ISSUES

Respondents were asked to identify the childcare option used most and least in their community by families who have a child with a disability. The childcare options given in the survey included: (1) regular childcare; (2) segregated or special childcare; and (3) family or friends. Most noted that *family or friends* were the *most likely* choice for childcare (67.3%). Few (11.5%) saw *regular childcare* as the *most likely choice.* (See Table 9.)

Table 9. Most and Least Likely Child Care Choice

Item	Regular childcare	Segregated or special childcare	Family or friends
Most likely childcare	6 (11.5%)	11 (21.2%)	35 (67.3%)
Least likely childcare	30 (76.9%)	7 (17.9%)	2 (5.1%)

The adequacy of childcare options was assessed on a four-point scale (1=Inadequate… 4=Excellent). The lowest rating was for *regular childcare*, which received a mean rating of 1.80. Almost one half of the respondents rating this option rated this setting as *inadequate.* The highest rating was for *family childcare* (mean of 3.00). Over two-thirds of those rating this option rated this type of childcare as *good* or *excellent.*

Table 10. Adequacy of Child Care

Item	Inadequate	Fair	Good	Excellent	Mean
Regular childcare (51)*	24 (47.1%)	14 (27.5%)	12 (23.5%)	1 (2.0%)	1.80
Segregated childcare (51)*	16 (31.4%)	18 (35.3%)	11 (21.6%)	6 (11.8%)	2.14
Family childcare (57)*	5 (8.8%)	11 (19.3%)	20 (35.1%)	21 (36.8%)	3.00
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 12 reflects how respondents rated the opportunities for community-based childcare for families with a child who has a disability. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based childcare for children with disabilities was rated as *inadequate* by 50.9% of the respondents, and *good* by 24.6%.
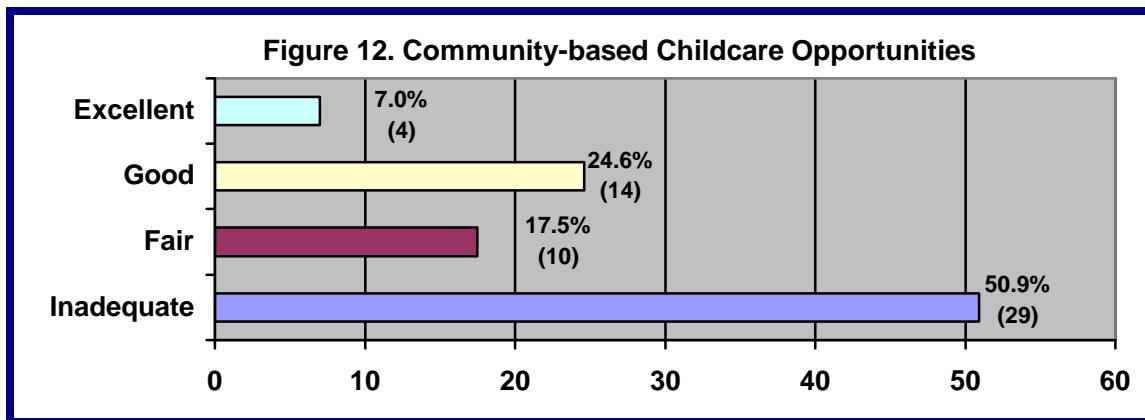
Figure 12. Community-based Childcare Opportunities

Rating	Percent (Count)
Excellent	7.0% (4)
Good	24.6% (14)
Fair	17.5% (10)
Inadequate	50.9% (29)

Childcare Focus Group Discussion in Region IV:

Focus group participants discussed the problems and challenges they have experienced in trying to obtain childcare for their child with a disability. In addition, the focus groups also examined the types of childcare helps and supports available. This section presents the findings from focus groups in the Region IV-Kansas City service area in detail.

Childcare Problems:

Participants in the focus groups conducted in Region IV discussed the challenges and problems they experienced in trying to obtain childcare. One common theme that emerged from the focus groups was that there are *few or no options for childcare* (15 comments). Illustrative comments related to the top

Figure 13. Childcare Problems - Region IV Kansas City

Problem	Frequency
Few or no options for childcare.	15
Lack of family/friends to provide childcare.	9
Lack of accessible/available community childcare services support kids with a disability.	5
Limited availability of respite care resources.	5
Reductions in childcare funding, services and/or programs.	4

common childcare problems are provided below. Themes from the focus groups in Region IV as relates to childcare problems are presented in Figure 13.

14
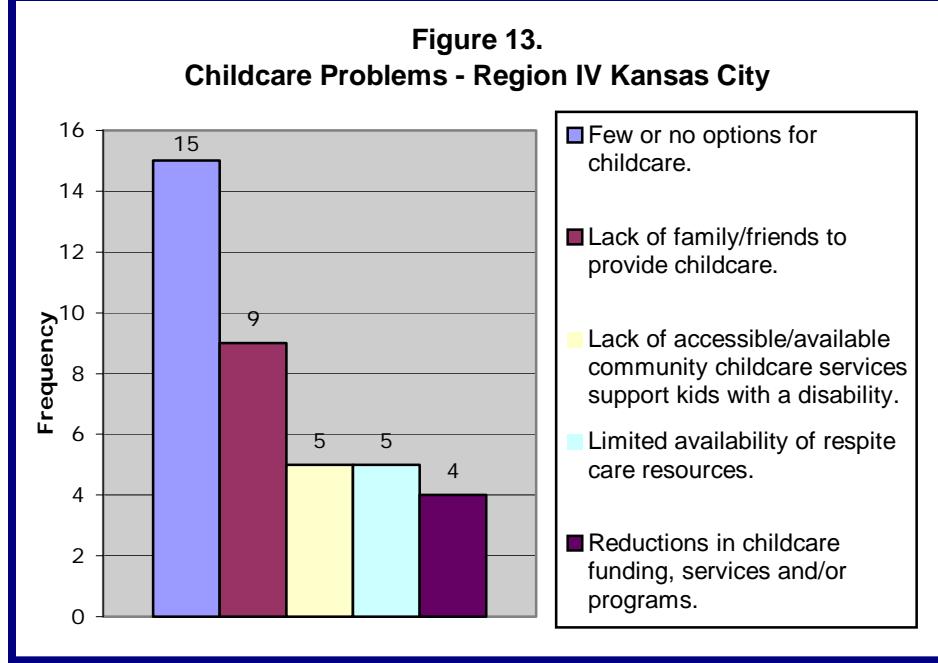
Few or No Options for Childcare (15 comments):

Focus group participants in Region IV stated that there were not many options for childcare. One participant stated that they *had to stay home because there is no childcare.* Options for childcare are very limited often because of accessibility and other issues related to children with disabilities. *I do not believe we have any child care designed for children with special needs.* Others echoed this statement, *not much exists. My daughter, due to her health needs, does not have that option.* Finding care for holidays and summers is an added difficulty. *When he* [my family member] *was out of school there was no place to take him. I could not find a daycare that could care for him. Summer was horrible.*

Lack of Family and Friends to Provide Childcare (9 comments):

Because of the lack of childcare options for children with disabilities and their families, it is often up to family and friends to provide this support. One focus group participant stated *I stayed at home. So, I had a family support system. I just allowed my family to go to camp. It is the first time I have utilized respite services. I never had to use daycare.* Others simply stated that *either friends or family* provided childcare.

Childcare Help and Support:

There were only a few comments made about childcare help and support. One focus group participant stated *we have respite* as support for childcare. Other comments included the following:
- *I went to ARC day camp this summer. I had a great time.*
- *I used to have respite that was great. It was based on need.*

EARLY INTERVENTION SERVICE ISSUES

The next section of the survey examined issues related to early intervention programs or services. The programs that the survey focused on were: (1) First Steps; (2) special needs pre-school; (3) Head Start; (4) regular pre-school; and (5) therapies. *First Steps* was indicated as the *most likely* to be used by 36.7% of the survey respondents. *Regular pre-school* was identified as *least likely* to be used by 48.8% of the respondents.

Table 11. Most and Least Likely Early Intervention Service Choices

Item	First Steps	Special needs pre-school	Head Start	Regular pre-school	Therapies
Child services	18 (36.7%)	4 (8.2%)	12 (24.5%)	4 (8.2%)	11 (22.4%)
Child services least likely	9 (22.0%)	6 (14.6%)	3 (7.3%)	20 (48.8%)	3 (7.3%)

The adequacy of early intervention services was rated on a four-point scale (1=Inadequate…4=Excellent). First steps/infant-toddler programs received the highest mean rating (2.71). Table 12 presents the data.

Table 12. Adequacy of Early Intervention Services

Item	Inadequate	Fair	Good	Excellent	Mean
First steps/infant-toddler programs (41)*	7 (17.1%)	9 (22.0%)	14 (34.1%)	11 (26.8%)	2.71
Special needs pre-school (41)*	14 (34.1%)	6 (14.6%)	16 (39.0%)	5 (12.2%)	2.29
Head Start (41)*	7 (17.1%)	13 (31.7%)	12 (29.3%)	9 (22.0%)	2.56
Regular pre-school other than Head Start (37)*	17 (45.9%)	12 (32.4%)	6 (16.2%)	2 (5.4%)	1.81
Therapies (42)*	11 (26.2%)	11 (26.2%)	10 (23.8%)	10 (23.8%)	2.45
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 14 shows how respondents rated the availability of early intervention services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Approximately 60% of the respondents saw early intervention services as *mostly available* or *somewhat available*.

Figure 14. Early Intervention Opportunities

- Very Available — 19.1% (9)
- Mostly Available — 10.6% (5)
- Somewhat Available — 48.9% (23)
- Not Available — 21.3% (10)

Early Intervention Focus Group Discussion in Region IV:

Focus group participants in the Region IV service area discussed the ways that early intervention services and supports had helped to enhance potential. Early intervention and related issues are presented in detail below.

Early Intervention Services and Supports:

Focus group participants are getting early intervention services and supports from a variety of different entities. One common source for early intervention is through *other community resources supporting early intervention services* (7 comments). Some illustrative comments are provided below in detail. The common themes about early intervention are presented in Figure 15.

Figure 15.
Early Intervention Service/Supports - Region IV Kansas City

Bar chart showing frequency of early intervention service/supports:
- Other community resources (e.g. churches, civic organizations) supporting early intervention services: 7
- First Steps program and other infant/toddler programs provided early intervention supports: 2
- Parent to Parent connections/support groups (i.e. information sharing resources): 2
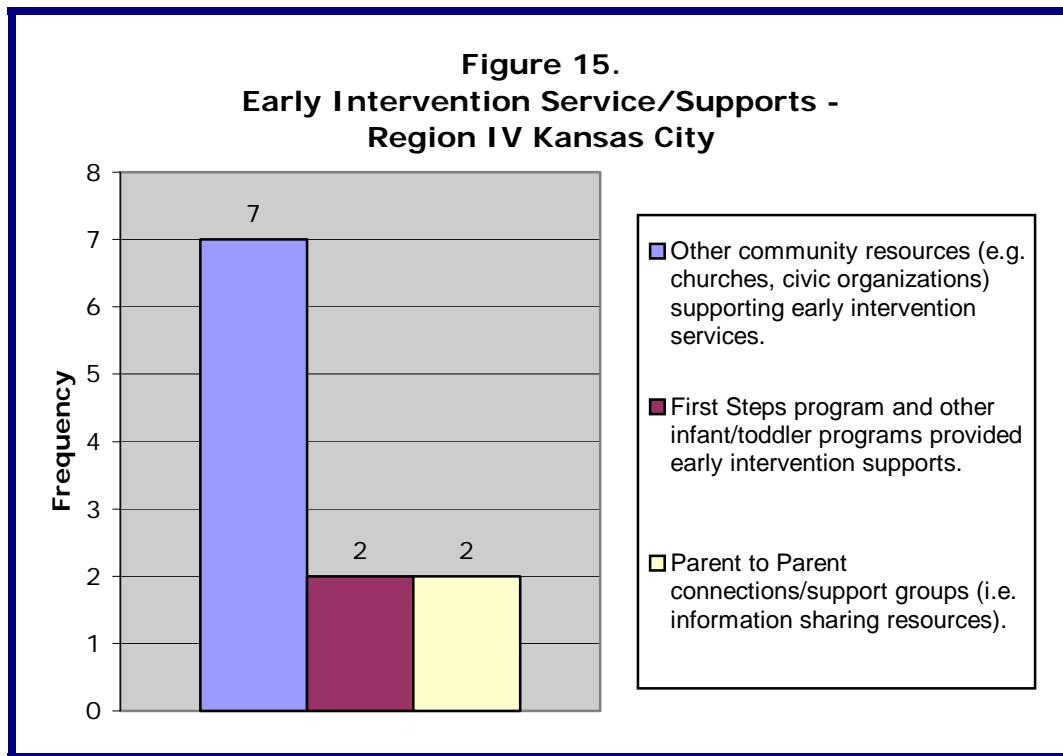
Other Community Resources Supporting Early Intervention (7 comments):

Focus group participants had many types of community support for early intervention. One participant stated *we used all the avenues we could for my son. The Regional Center helped us a lot. The state school helps us with being informed. Even the school bus drivers assist us with getting involved.* Others had similar experiences *my son had all kinds of offers for services. We had a caseworker that linked us to everyone that could help.* One more participant gave their community as an example. [Our community] *was very proactive and innovative with starting special education at the beginning.*

17

EDUCATIONAL SERVICE ISSUES

The survey respondents were asked what type of school services were most and least likely to be used. The types of educational services were: (1) included in regular public school education; (2) special public school education; (3) state school education; and (4) private home education. Only 5.5% used *private/home education*. Respondents indicated that the most often used educational services were either *special public school education* (40.0%) or *state school education* (30.9%). (See Table 13.)

Table 13. Most and Least Likely Educational Services Choices

Item	Included in regular public school education	Special public school education	State school education	Private/home education
What types of educational programs most likely to use	13 (23.6%)	22 (40.0%)	17 (30.9%)	3 (5.5%)
What types of educational programs least likely to use	17 (37.8%)	3 (6.7%)	8 (17.8%)	17 (37.8%)

The adequacy of educational services was rated on a four-point scale (1=Inadequate… 4=Excellent). The highest rated educational type was *state school* (mean of 2.74). The lowest was *included in regular public school education* (mean of 2.22) and *private home education* (mean of 2.23). Table 14 presents the findings.

Table 14. Adequacy of School Services

Item	Inadequate	Fair	Good	Excellent	Mean
Included in regular public school education (58)*	17 (29.3%)	19 (32.8%)	14 (24.1%)	8 (13.8%)	2.22
Special public school education (56)*	8 (14.3%)	17 (30.4%)	17 (30.4%)	14 (25.0%)	2.66
State school (46)*	9 (19.6%)	9 (19.6%)	13 (28.3%)	15 (32.6%)	2.74
Private-home education (39)*	11 (28.2%)	12 (30.8%)	12 (30.8%)	4 (10.3%)	2.23
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Respondents were asked to rate the availability of (1) inclusive educational opportunities; (2) transition services; and (3) post-high school opportunities in their community. Figures 16-18 detail the results.

Figure 16 shows how respondents rated the availability of inclusive educational services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Inclusive educational opportunities* were seen as *somewhat available* by 50.0% of the respondents.

Figure 16. Inclusive Educational Opportunities

Rating	Percentage	Count
Very Available	11.7%	(7)
Mostly Available	23.3%	(14)
Somewhat Available	50.0%	(30)
Not Available	15.0%	(9)

Figure 17 shows how respondents rated the availability of transition services for people with disabilities from school to work in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Transition services* were seen as *somewhat available* by 52.8% of the respondents.
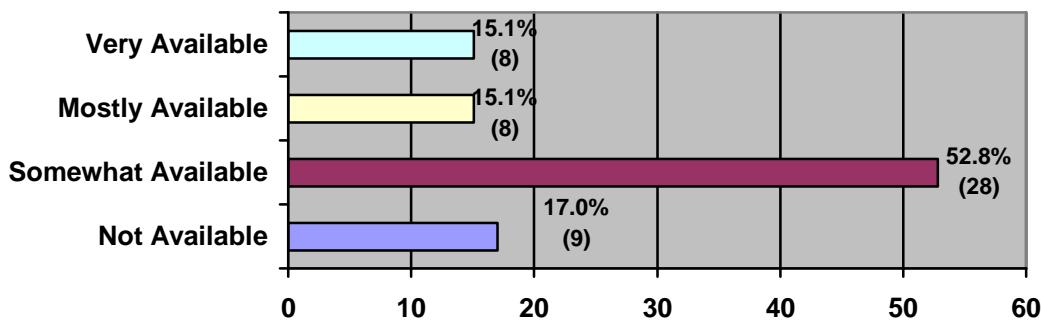
Figure 17. Availability of Transition Services from School to Work

| Rating	Percentage	Count
Very Available	15.1%	(8)
Mostly Available	15.1%	(8)
Somewhat Available	52.8%	(28)
Not Available	17.0%	(9)

Figure 18 shows how respondents rated the availability of post-high school educational opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of post-high school educational opportunities was seen as *somewhat available* (58.6%) or *not available* (34.5%) by over 93% of the respondents.

Figure 18. Availability of Post-high School Educational Services

Category	Percentage
Very Available	12.7% (7)
Mostly Available	16.4% (9)
Somewhat Available	49.1% (27)
Not Available	21.8% (12)

(Bar chart x-axis: 0, 10, 20, 30, 40, 50, 60)
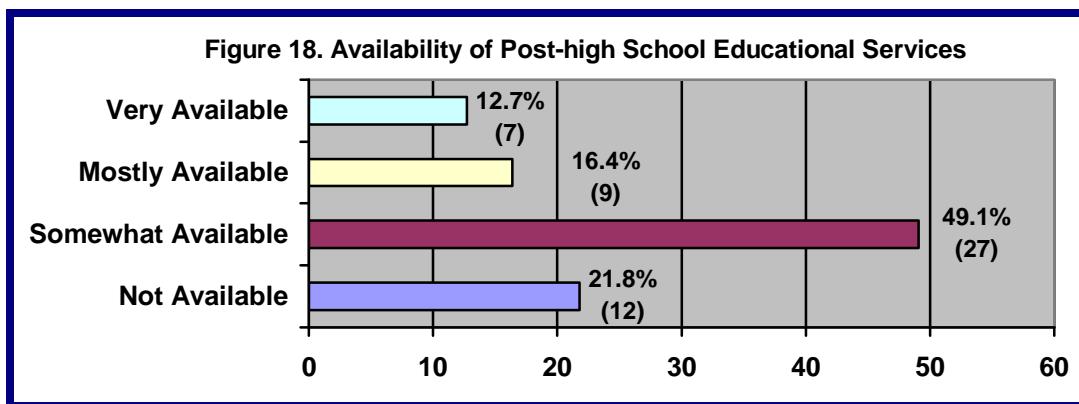
Education Focus Group Discussion in Region IV:

Experiences with the educational system were discussed in focus groups conducted in the Region Four service area. Focus group participants related 1.) the barriers and problems experienced with education, and 2.) the helps and supports received that helped maximize educational potential. Focus group discussions related to education are provided in detail below.

Educational Problems and Challenges:

Focus group participants in Region Four discussed the types of challenges and problems they have experienced with the education system. One common theme discussed by the focus group participants was the *lack of quality individualized supports* (7 comments). Some illustrative comments are provided in detail below. Themes related to challenges and problems in education are presented in Figure 19.

**Figure 19.
Education Challenges/Problems - Region IV
Kansas City**

(Bar chart, y-axis "Frequency" 0–8)

Values: 7, 3, 2

Legend:
- Lack of quality, individualized supports are minimizing student potential.
- Limited family awareness of education resources for students with DD.
- Need more inclusive educational options for students with DD.

20
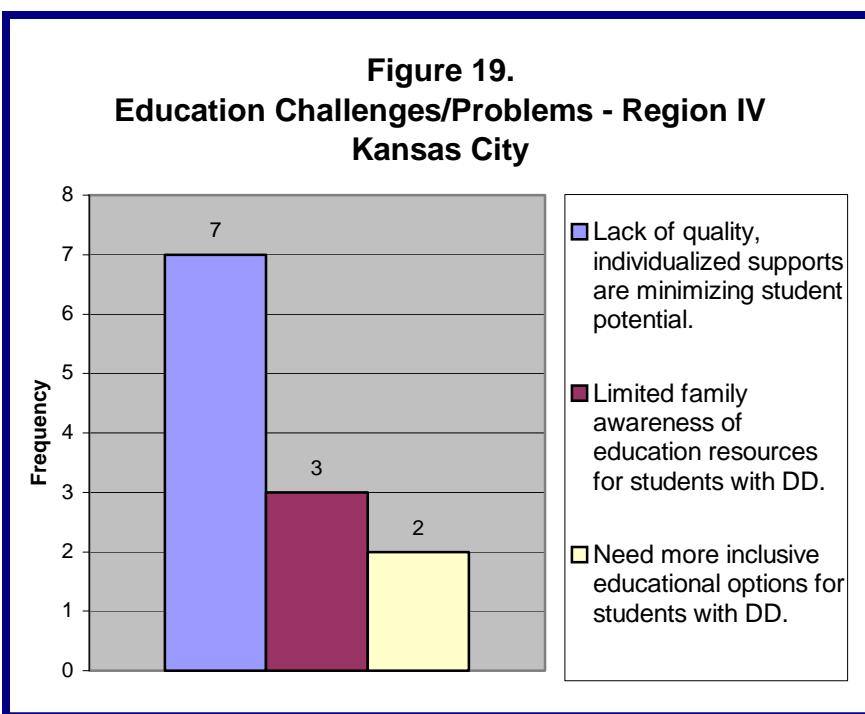
Lack of Quality Individualized Supports (7 comments):

Some focus group participants commented that the education system lacks quality, individualized learning supports for students with disabilities. One focus group participant stated that *Missouri looks at behavior instead of the ability. I am very disenchanted on how Missouri treats education.* Some school districts cannot support students with disabilities. One family member provided an example of their child, *when my son went to public school up until second grade. The school could not support his needs.*

Educational Help and Supports:

Focus group participants also discussed the types of education help and support they had received. One common them among the participants in the Region IV focus groups were that they *received supports from other agencies* (4 comments). Another theme to emerge related to *students and families are satisfied with school services received* (4 comments). Some illustrative comments about other supports are provided in detail below. Common themes are presented in Figure 20.

Figure 20.
Education Help/Support - Region IV Kansas City

Bar chart. Y-axis labeled "Frequency" ranging from 0 to 4.5.
- Students/families satisfied with school services received.: 4
- Supports received from other agencies that assisted students, families, and school systems.: 4
- Student supported to participate in a state school.: 3
- Student supported to participate in special education.: 2
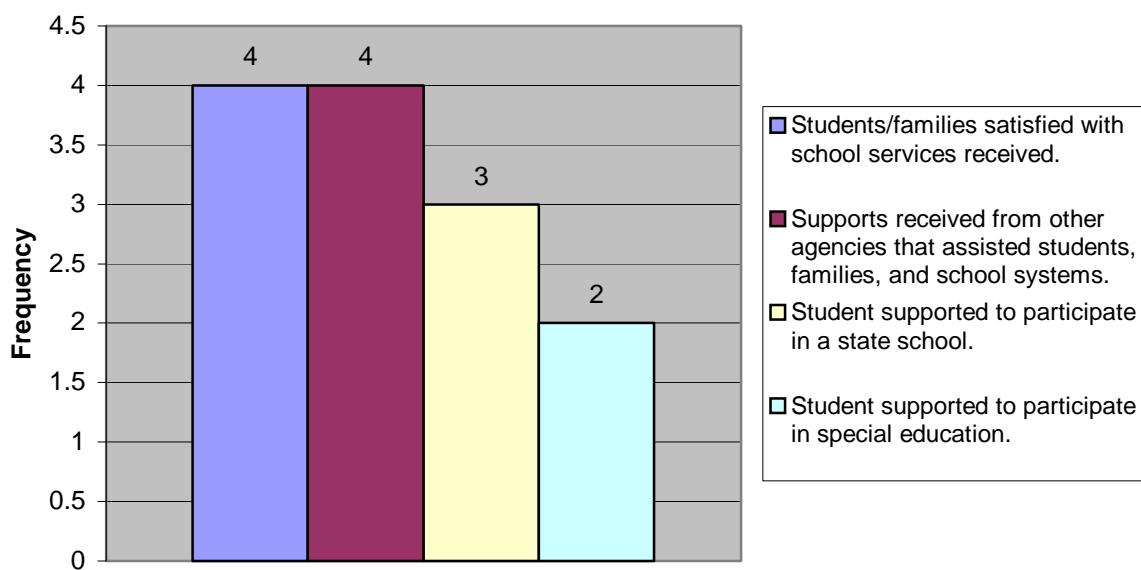
Students and Families are Satisfied with Services Received (4 comments):

Students with disabilities and their families are satisfied with the services they have received for education. One focus group participant provided an example: *I was happy with my daughter's education. The military made sure that she was in a school wherever we ended up.* Another said commented that they were happy with their family member's transition. *Her transition from school to the workshop was smooth.*

Receive Support from Other Agencies (4 comments):

Some focus group participants are receiving support from other agencies for education. Related comments included:
- *I participated in ACED. I did not go this year because classes filled up.*
- *My daughter went to Crittenton School because school district contracted out to Crittenton.*
- *[My family member] is college aged and ABLE has been a great thing to her.*
- *I like CIAT. They are college classes for individuals with developmental disabilities for after school.*

HEALTH CARE SERVICE ISSUES

Survey respondents were asked to identify where people with disabilities were most likely or least likely to go to get health care services in their community. Respondents were asked to select from the following types of health care services: (1) hospitals/emergency room; (2) doctor's office; (3) community health clinics; (4) residential health center; and (5) local health departments. The majority of the respondents indicated that people with disabilities received their health care at the *doctor's office* (49.2%). Few used *local health departments* (1.7%) or *residential health care centers* (5.1%). (See Table 15.)

Table 15. Most and Least Likely Health Care

Item	Hospitals/ Emergency room	Doctor's office	Community health clinics	Residential health care center	Local health departments
Where most likely to go for health care services	18 (30.5%)	29 (49.2%)	8 (13.6%)	3 (5.1%)	1 (1.7%)
Least likely to go	12 (23.5%)	4 (7.8%)	6 (11.8%)	18 (35.3%)	11 (21.6%)

The adequacy of health care services was assessed on a four-point scale (1=Inadequate… 4=Excellent). *Hospitals/emergency rooms* were rated by over 55% of the respondents as *inadequate* (10.3%) or *fair* (44.1%). *Doctor's offices* were rated as *inadequate* (10.1%) or *fair* (46.4%) by 56.5% of the respondents. *Community health clinics* received the highest mean rating (2.74) and *doctor's office* received the lowest mean rating (2.43).

Table 16. Adequacy and Availability of Health Care Services

Item	Inadequate	Fair	Good	Excellent	Mean
Hospitals/emergency room (68)	7 (10.3%)	30 (44.1%)	20 (29.4%)	11 (16.2%)	2.51
Doctor's office (69)*	7 (10.1%)	32 (46.4%)	23 (33.3%)	7 (10.1%)	2.43
Community health clinics (54)*	7 (13.0%)	17 (31.5%)	13 (24.1%)	17 (31.5%)	2.74
Residential health care center (51)*	10 (19.6%)	17 (33.3%)	6 (11.8%)	18 (35.3%)	2.63
Local health department (61)*	9 (14.8%)	25 (41.0%)	9 (14.8%)	18 (29.5%)	2.59
Scale: 1=Inadequate…4=Excellent		*Total number responding*			

Figure 21 shows how respondents rated the availability of health care services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of health care services was rated as *somewhat available* (38.2%) or *not available* (29.4%) by nearly 70% of the respondents.
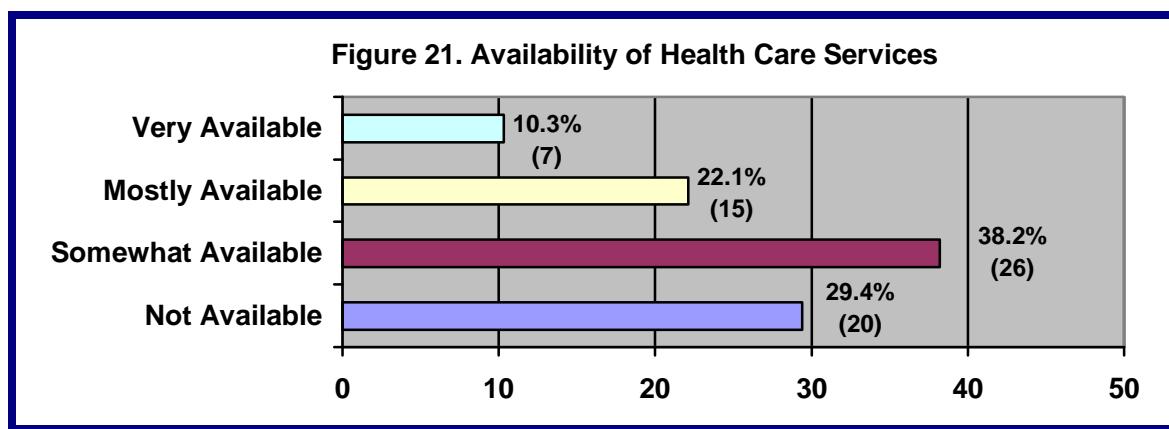
Figure 21. Availability of Health Care Services

Very Available — 10.3% (7)
Mostly Available — 22.1% (15)
Somewhat Available — 38.2% (26)
Not Available — 29.4% (20)

Figure 22 reflects how respondents rated the availability of dental services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of dental services was rated as *somewhat available* (27.8%), or *not available* (38.9%) by over 65% of the respondents.

**Figure 22. Availability of Dental Services**

Very Available — 5.6% (3)
Mostly Available — 27.8% (15)
Somewhat Available — 27.8% (15)
Not Available — 38.9% (21)
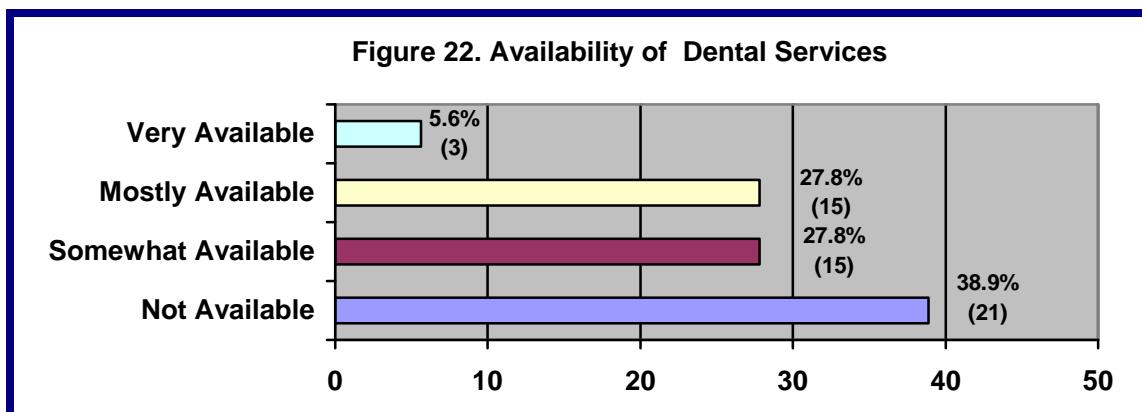
Healthcare Focus Group Discussion for Region IV:

Issues relating to healthcare for individuals with disabilities were discussed in the focus groups conducted throughout the Region IV service area. Focus group participants related the challenges and problems they had experienced trying to obtain healthcare. The types of healthcare help and support available were also discussed. Focus group discussion of healthcare related issues is presented in detail below.

Healthcare Challenges and Problems:

Healthcare challenges and problems that focus group participants had experienced in the Region IV service area were discussed. One common theme to emerge from the focus groups conducted in the Region IV area were *public health insurance program issues that impact person with DD* (27 comments). Illustrative comments related to the top common healthcare problems are provided below. The common healthcare problems themes are presented in Figure 23.

Figure 23.
Healthcare Challenges/Problems -
Region IV Kansas City

Legend:
- Public health insurance program (e.g., Medicaid) issues that impact persons with DD.
- Lack of medical resources close to the community.
- Lack of affordable private insurance and increasing coverage stipulations/requirements.
- Lack of dental services in proximity to the community.
- Community attitudes/perceptions of persons with DD and health care needs. .
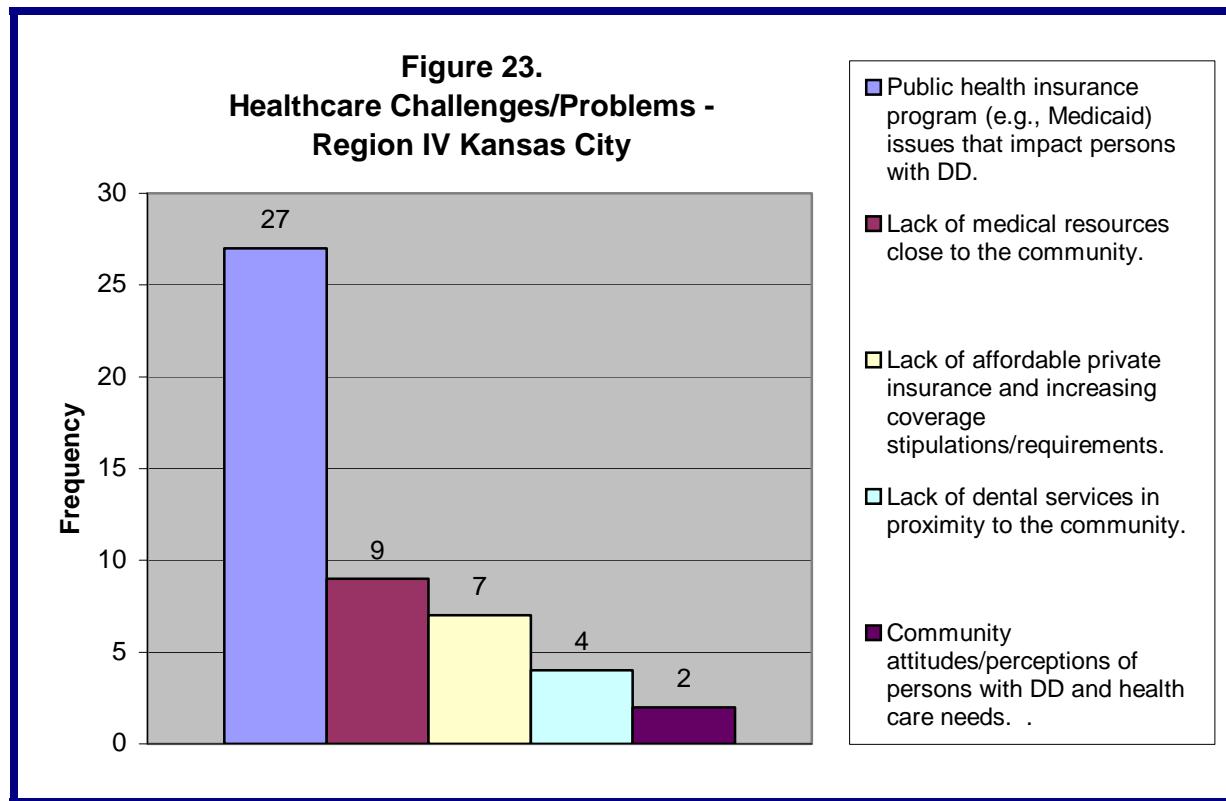
Public Health Insurance Issues (27 comments):

Focus group participants discussed the impact of public health insurance programs on people with developmental disabilities. As one focus group participant stated *healthcare is stricter each year. Standards of healthcare are stringent. Private insurance and Medicaid, for example the University of Kansas Medical Center (KU) will not accept Missouri Medicaid*. Other comments related to public health insurance issues that impact individuals with disabilities are included below.

Cuts to Medicaid: Cuts in Medicaid services have a great impact on individuals with disabilities. *That* [cuts to Medicaid] *is why I, and a bunch of people were cutting costs down*. Others lost access to good health care because of cuts. *We have had good medical and dental care, until the cuts occurred in regards to his [our family member] dental and vision needs.*

No Assistance to Special Equipment: Some participants in the Medicaid program are finding it increasingly difficult to obtain assistance with special equipment such as wheelchairs. One participant stated that *Medicaid will only pay for the base of the chair. The rest of the chair is considered an accessory*. Others echoed this *it is becoming more and more difficult to have modifications to my wheelchair*. Another family had to go to great lengths to get a wheelchair. *We just got a wheel chair under the wire, but the wheelchair has no warranty. It is hers if it breaks.*

Loss of Benefits at 21: Many people with disabilities will lose assistance to health care when they turn 21. One parent stated, *now that she [my daughter] is 21, it [Medicaid] does not support any of her needs*. One parent commented *my giant pet peeve is that you want your children to be independent, and we take such extremely good care of them. Then they turn 21 and they don't qualify for things.*

Lack of Medical Services Close to the Community (9 comments):

Focus group participants stated they have difficulties finding medical services close to their communities. *It is hard to find dentists, doctors, etc. you have to travel miles to Kansas City or Columbia if you need a specialist*. One participant has *to go to Columbia to get anyone that knows about spina bifida*. Another focus group commented on their family member *we have to go to Kansas City for a specialist.*

Healthcare Help and Support:

A few comments were made about help and support received for healthcare, including help received from *doctors and other medical professionals* (5 comments). Some illustrative comments are provided below. The common themes as relates to healthcare help and support are presented in Figure 24.

Figure 24.
Health Help/Support - Region IV Kansas City
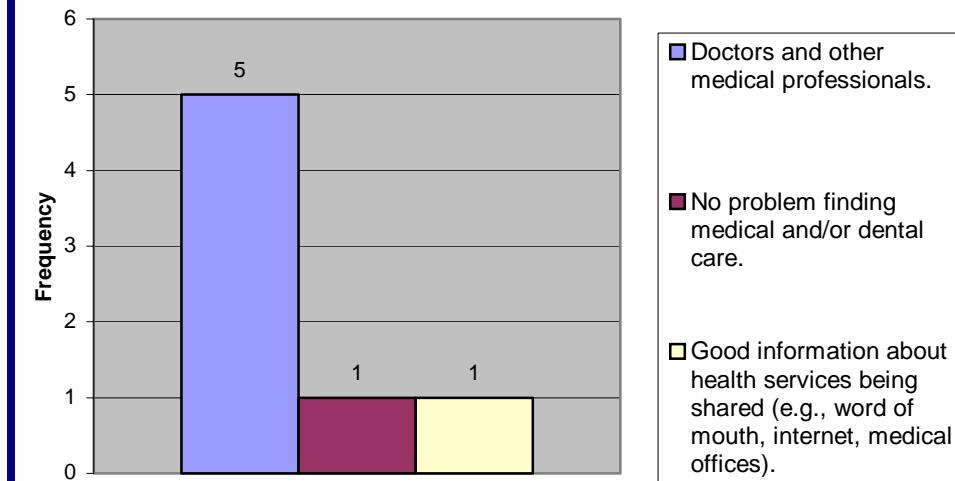
Doctors and Other Medical Professionals (5 comments):

A few focus group participants receive help and support for healthcare through doctors and other health care professionals. Comments as they relate to these types of healthcare supports included:

- *We haven't had any problems with healthcare. Her [family member] doctor is in Butler, the care is very sufficient.*
- *We continue to have a pediatrician that is able to work with him [family member] even after he turned 21.*
- *We are really happy. We go to Goppert Trinity family practice.*

RECREATIONAL/SOCIAL OPPORTUNITY ISSUES

The next part of the survey was related to recreational and social opportunities for people with disabilities in their community. There were three types of opportunities that were addressed: (1) regular community sponsored recreation and social activities/events; (2) accessible community sponsored recreation and social activities/events; and (3) special/ segregated recreation and social activities/events. Over half of the respondents identified *special/segregated recreation and social activities/events* as the type most often used. The least likely to be used was *accessible community sponsored recreation and social activity* (15.6%). (See Table 17.)

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Table 17. Most and Least Likely Recreational/Social Opportunities

Item	Regular community sponsored recreation and social activities	Accessible community sponsored recreation and social activity	Special/segregated recreation and social activities/events
What types of social activities most likely to use	12 (26.7%)	7 (15.6%)	26 (57.8%)
What types of social activities least likely to use	23 (53.5%)	10 (23.3%)	10 (23.3%)

The adequacy of the types of recreational and social opportunities was rated on a four-point scale (1=Inadequate … 4=Excellent). Of those rating *regular community sponsored* opportunities, almost 70% rated the opportunities as *fair* (32.3%), or *inadequate* (35.5%). *Accessible community sponsored opportunities* was rated as *fair* (29.1%) or *inadequate* (27.3%) by 56.4% of those who responded to the question. *Special/segregated* received the highest mean (2.64) of the three choices. (See Table 18.)

Table 18. Adequacy of Recreational/Social Opportunities

Item	Inadequate	Fair	Good	Excellent	Mean
Regular community sponsored (62)*	22 (35.5%)	20 (32.3%)	13 (21.0%)	7 (11.3%)	2.08
Accessible community sponsored (55)*	15 (27.3%)	16 (29.1%)	18 (32.7%)	6 (10.9%)	2.27
Special/segregated (59)*	10 (16.9%)	18 (30.5%)	14 (23.7%)	17 (28.8%)	2.64
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 25 shows how respondents rated the availability of accessible recreation opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of accessible recreation opportunities in the community was rated as *somewhat available* (40.3%) or *not available* (23.9%) by over 60% of the respondents.

Figure 25. Availability of Accessible Recreation Opportunities

- Very Available: 20.9% (14)
- Mostly Available: 14.9% (10)
- Somewhat Available: 40.3% (27)
- Not Available: 23.9% (16)
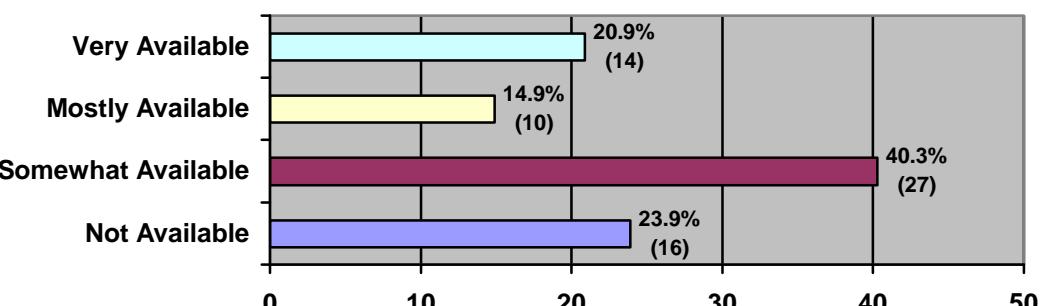
Figure 26 reflects how respondents rated the availability of social opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of social opportunities in the community was rated as *somewhat available* (38.2%), and *not available* (19.1%), by over 55% of the respondents.

Figure 26. Availability of Social Opportunities in the Community

| Rating	Percentage (Count)
Very Available	14.7% (10)
Mostly Available	27.9% (19)
Somewhat Available	38.2% (26)
Not Available	19.1% (13)
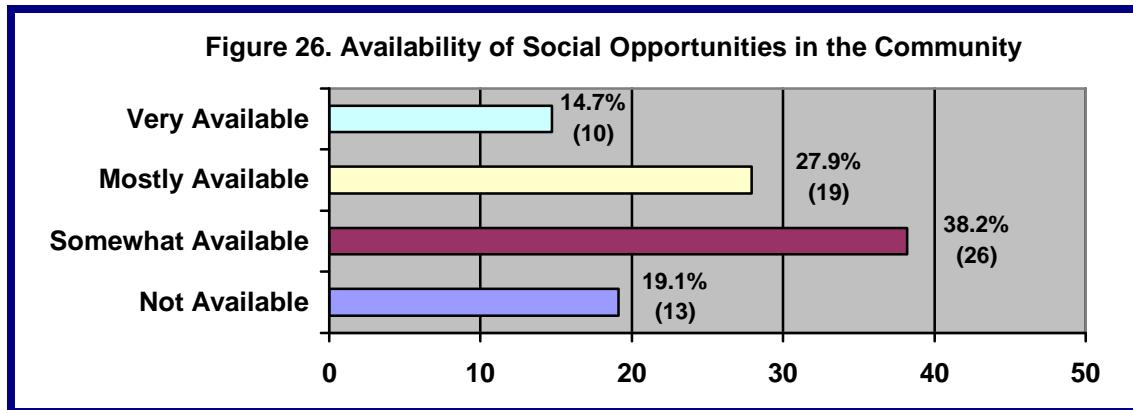
Recreation Focus Group Discussion in Region IV:

Participants in focus groups conducted throughout the Region IV-Kansas City service area discussed the types of challenges and problems experienced in trying to participate in social and recreational opportunities. Focus group participants also discussed the types of social and recreational opportunities available to them in their respective communities. Detailed findings from the focus groups in Region IV are provided in the sections below.

Recreation Challenges and Problems with Recreation:

Focus group participants discussed the challenges and problems that they have encountered in trying to find, or participate in, recreational and social activities in their communities. One common theme as discussed by focus group participants in Region IV were *limited availability of accessible community-based social and recreation activities* (11 comments). Illustrative comments related to the top common themes are provided in detail below. Figure 27 presents the common themes as discussed in focus groups in the Region IV area in detail.

**Figure 27.
Recreation Challenges/Problems -
Region IV Kansas City**
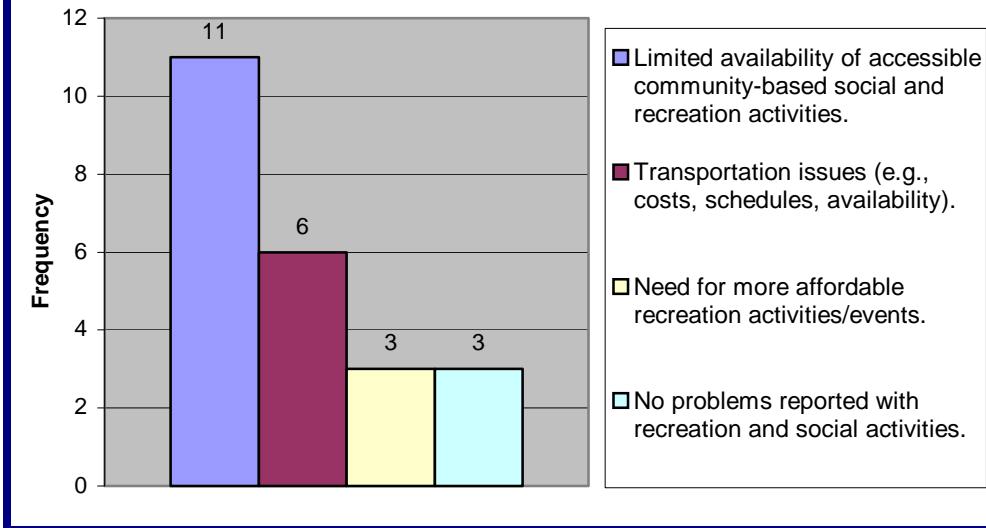
Limited Availability of Accessible Community-Based Recreation (11 comments):

Some focus group participants commented on the limited availability of accessible community-based recreational and social opportunities. One focus group participant commented that *there is not enough out there for adults. I don't think the community center is accessible.* Another has *found little recreational programs. Even the YMCA is supposed to be accessible. YMCA equipment is not what I would consider safe. The community centers are not well publicized, what is available to a person with disabilities, what is out there.*

> *Some Community-Based Recreation Is Available:* While some focus group participants felt there was a lack of accessible community-based recreation activities, some participants said that there were a limited number of programs available. These included:
> - *Any child with a developmental disability can take any class with Parks and Recreations. It may take extra work.*
> - *We have a very good trainer at The Works.*
> - *We go many places. We go to the VFW on Tuesday nights. We used to stay home at night, but now we play Bingo at VFW. We have an outing each Saturday. We have a board of consumers that decides what type of outing we go to.*

Recreation Help and Support:

There are some opportunities for social and recreational activities in communities in the Region IV–Kansas City service area. One common support comes from *segregated programs that provided recreation programs and activities* (8 comments). Illustrative comments related to the top common recreation help and support themes in Region IV are provided in detail below. Common recreation help and support themes are presented in Figure 28.

Figure 28.
Recreation Help/Support - Region IV Kansas City
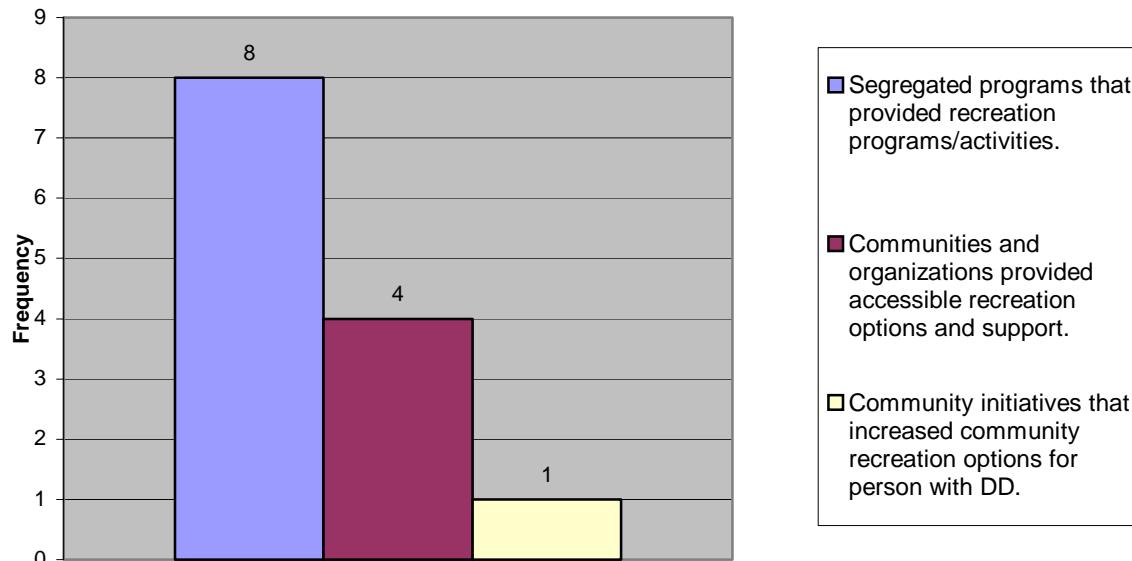
Segregated Programs Provide Recreation (8 comments):

Focus group participants also have access to social and recreational activities in segregated settings. One participant commented on *Camp Wonderland*, [they] *send about 30 people* [a year to the camp]. Other comments about recreational opportunities from segregated programs included the following:

- *My daughter goes to the Baptist camp, which is overnight. Last year she was selected to go to Wonderland Camp for five days. She loved it, and is planning on going next year. The rotary club paid for it last year, and I will pay for it this year.*
- *My daughter bowls in the summertime, and the bowling alley is supportive. There is a Baptist camp that has an overnight where she can be with her own people. She likes it.*
- *The Elks does a dance about three times a year. It is opened to people with disabilities.*

COMMUNITY RESOURCE/SUPPORT ISSUES

The next section of the survey looked at types of generic community resources/supports people with disabilities are likely to access in their community. The types of community services examined included: (1) civic organizations; (2) faith-based organizations; (3) social service organizations; and (4) family and friends. The type of community resource/support that was *most likely* to be used was *family and friends* (58.9%). The type of community resource/ support least likely to be used was *social service organizations*. (See Table 19.)

## Table 19. Most and Least Likely Community Resource/Support Choice

Item	Civic organizations	Faith-based organizations	Social service organizations	Family and friends
What type of community resources are people most likely to use?	9 (16.1%)	13 (23.2%)	1 (1.8%)	33 (58.9%)
What type of community resources are people least likely to use?	31 (62.0%)	6 (12.0%)	8 (16.0%)	5 (10.0%)

The adequacy of the types of generic community resources/supports was evaluated on a four-point scale (1=Inadequate …4=Excellent). Nearly 80% of the respondents rated *family and friends* as *good* (31.3%) or *excellent* (46.9%). *Family and friends* had a mean of 3.20. Faith-based resources were seen as *good* (33.3%) or *excellent* (22.8%) by more than 50% of the respondents. Civic organizations were rated as *inadequate* by 37.5% of the respondents. (See Table 20.)

Table 20. Adequacy of Community Resources/Supports

Item	Inadequate	Fair	Good	Excellent	Mean
Civic organizations (48)*	18 (37.5%)	15 (31.3%)	11 (22.9%)	4 (8.3%)	2.02
Faith-based (57)*	4 (7.0%)	21 (36.8%)	19 (33.3%)	13 (22.8%)	2.72
Social organization (52)*	19 (36.5%)	14 (26.9%)	15 (28.8%)	4 (7.7%)	2.08
Family and friends (64)*	3 (4.7%)	11 (17.2%)	20 (31.3%)	30 (46.9%)	3.20
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 29 indicates how respondents rated how supportive their community is towards people with disabilities. The rating was on a four-point scale (1=Not Supportive…4= Very Supportive). Overall, nearly 65% of the respondents reported the support they receive from their community as *mostly* (38.5%) or *somewhat supportive* (24.6%).

Figure 29. Community Support

Very Supportive — 20.0% (13)
Mostly Supportive — 38.5% (25)
Somewhat Support — 24.6% (16)
Not Supportive — 16.9% (11)
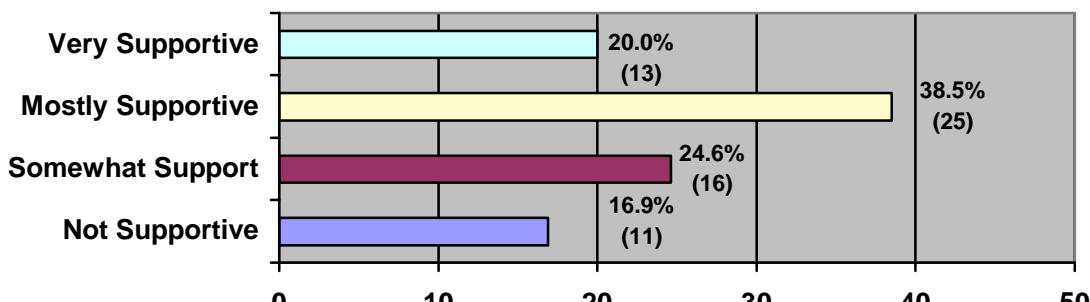
Community Supports Focus Group Discussion in Region IV:

The types of community supports that individuals with disabilities and their families receive and the general attitude of the community were discussed as part of the focus group conducted in the Region IV service area. Findings from these focus groups are provided in detail in the section below.

Community Supports Received:

The types of community supports that individuals with disabilities and their families receive were discussed. One common community support is from *faith-based organizations* (10 comments). Illustrative comments are provided in detail below. Common themes as related to community support in Region IV are presented in Figure 30.

Figure 30.
Community Support Received -
Region IV Kansas City
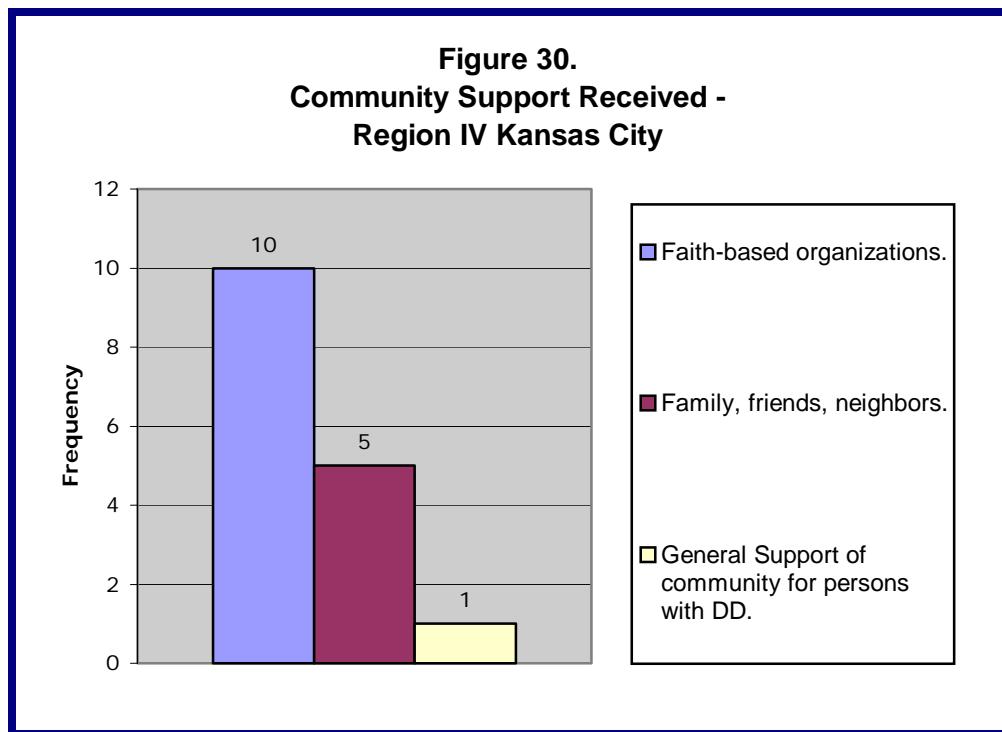
Faith-Based Organizations (10 comments):

There were a few comments about the role faith-based organizations play in providing community support to individuals with disabilities. These comments included some of the following:

- *My church supports my daughter. If anything comes that they are sponsoring, she is involved in it.*
- *Community church, family, and SB40 board are supportive.*
- *Our community is so good. Various churches know our kids.*

- *I have shared with my Sunday school class about people with disabilities, and they have become supportive.*
- *I requested transportation to and from church to access the church.*

Community Attitudes:

General community attitudes about people with disabilities were discussed as a part of the focus groups conducted in Region IV. A majority of the focus group respondents stated that there was *good acceptance and support, good attitude from the community* (15 comments). Illustrative comments are provided below. Common themes as relates to community attitudes in Region IV are presented in Figure 31.

**Figure 31.
Community Support Attitude -
Region IV Kansas City**

Good acceptance and support - good attitude. — 15
Education and awareness about developmental disabilities is needed. — 6
Little or no acceptance. — 4
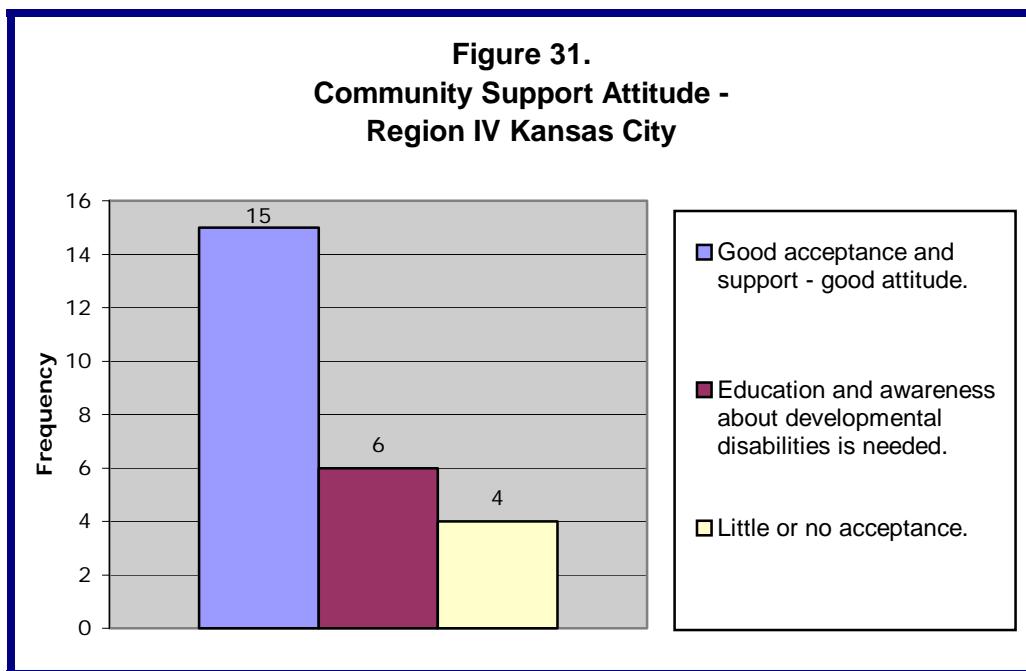
Good Acceptance and Support (15 comments):

Focus group participants felt that there was good acceptance and support from the community. *It is better, there is more awareness* stated one focus group participant in Region IV. Another commented that *the neighborhoods, community associations, and churches are extremely supportive*. In one area in Region IV, the *community has grown up with the idea of inclusion. They are good at blending people in*. One parent gave the example, *my daughter is well received. I spend a lot of time at her school. She goes skating, kids push her wheelchair.*

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SAFETY AND QUALITY ASSURANCE ISSUES

Survey respondents were asked if they were aware of any incidents that affect the health, safety and quality of life of people with disabilities in their community. Incident items included: 1) physical abuse/neglect; 2) sexual abuse; 3) financial abuse; 4) violation of human or legal rights. Respondents were asked to check the incident item if they were aware of any person with a disability in their community who had experienced that type of incident. Table 21 lists the findings.

Of the 84 people surveyed, 20.2% were aware of some physical abuse/neglect in their community; 17.9% were aware of sexual abuse; 16.7% were aware of some type of financial abuse; and 33.3% were aware of a human or legal rights violation.

As a follow up question, respondents who had checked one of the incident items were also asked to share their perception about how

Table 21. Awareness of Safety Concerns

Item	
Physical Abuse/Neglect	17 (20.2%)
Sexual Abuse	15 (17.9%)
Financial Abuse	14 (16.7%)
Violations of human or legal rights	28 (33.3%)
(Checked numbers per 48 total respondents)	

that particular type of incident had been handled. As can be seen in Table 22, more people responded to the follow up question than had responded to the original question. For some reason, a number of survey respondents did not understand it to be a follow up question and answered it anyway.

Even though this discrepancy exits, and readers are advised to take it into account, Table 22 is included because it still provides an indication of survey respondent's perceptions on how well the above types of incident items are handled. Additionally, because the handling of these types of incidents requires a degree of discretion, it is also important to recognize that respondents perceptions of how these incidents are handled may not necessarily reflect what actually occurred to address them.

Table 22: How Safety Concerns Were Handled

Item	Not at all	Not well	Well	Very well	Mean
Physical Abuse Neglect (31)*	3 (9.7%)	15 (48.4%)	9 (29.0%)	4 (12.9%)	2.45
Sexual Abuse (26)*	1 (3.8%)	13 (50.0%)	9 (34.6%)	3 (11.5%)	2.54
Financial Abuse (26)*	2 (7.7%)	11 (42.3%)	9 (34.6%)	4 (15.4%)	2.58
Violations of human rights (31)*	2 (6.5%)	13 (41.9%)	10 (32.3%)	6 (19.4%)	2.65
Scale: 1=Not At All...4=Very Well	*Total number responding*				

Survey respondents were asked to rate how safe people with disabilities were in their community. Figure 32 reflects their responses. The rating was on a four-point scale (1=Not Safe At All…4= Very Safe). 75% of the respondents saw people with disabilities as being *mostly safe* (40.0%) or *somewhat safe* (35.0%) in their community.

Figure 32. Safety Perceptions

| Category	Percentage (Count)
Very Safe	15.0% (9)
Mostly Safe	40.0% (24)
Somewhat Safe	35.0% (21)
Not Safe At All	10.0% (6)
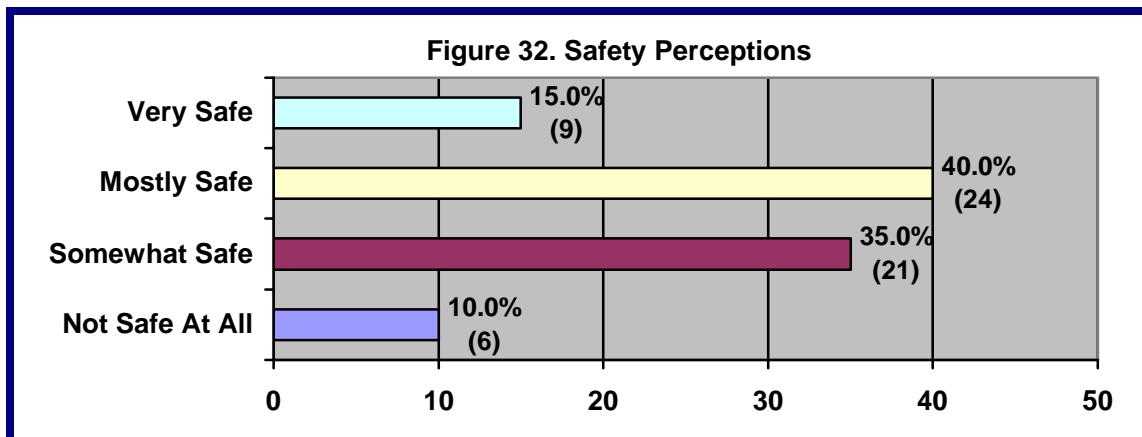
Quality Assurance Focus Group Discussion in Region IV:

Quality Assurance and related issues were discussed in the focus groups conducted in the Region IV service area. Focus group participants discussed 1) how people with developmental disabilities are included in the community, 2) how people with developmental disabilities are excluded from the community, and 3) how families and people with disabilities are included in planning their futures. Discussions on quality assurance issues from the focus groups conducted in Region IV are in detail in the section below.

How People with Developmental Disabilities are Included in Community:

People with disabilities are included in their communities in a variety of different ways. One commonly discussed theme from focus groups conducted in the Region IV service area was *through the support and involvement of community organizations and businesses* (15 comments). Illustrative comments related to inclusion in the community are provided in detail below. The common themes regarding inclusion in the community from Region IV are presented in detail in Figure 33.

Figure 33.
Quality Assurance Included - Region IV Kansas City

Legend:
- Through the support and involvement of community organizations and businesses. (15)
- Faith-based organizations support persons with DD in the community. (6)
- Families and friends advocate for persons with DD to be included in their communities. (6)
- Through increasing community awareness and understanding of people with DD. (4)
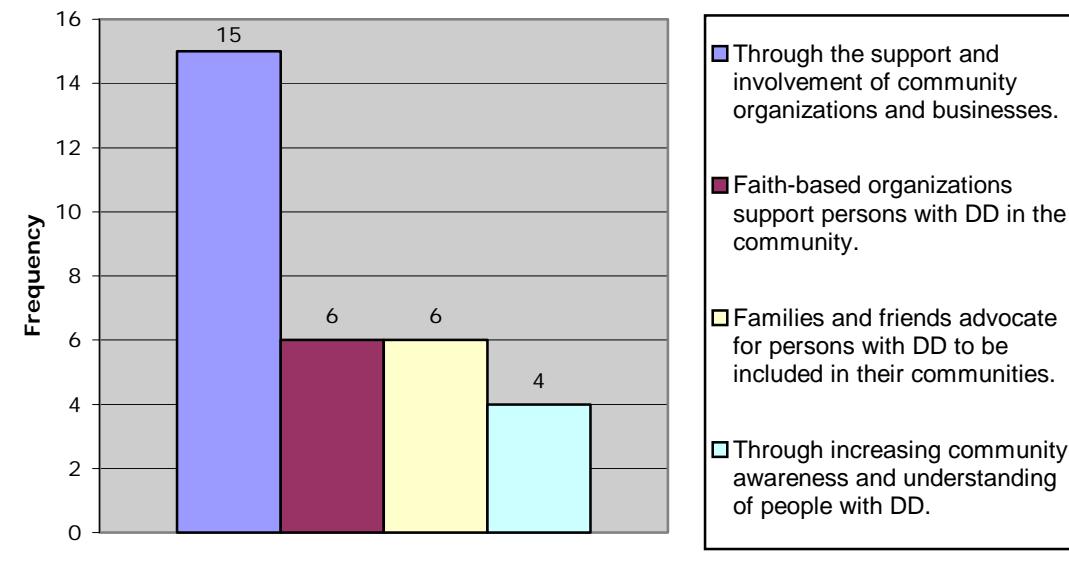
Support and Involvement of Community Organizations (15 comments):

Participants in the focus groups conducted in the Region IV-Kansas City service area discussed the ways that people individuals are included in their communities. Many of the comments related to support and involvement of community organizations. One *participated in Relay for Life just last weekend.* Examples of how the community helps out also included comments about fund-raisers. *We have an annual chili dinner, and the community comes and supports our clients. We are a town of 5,000 people, and 700 people show up. The community comes to volunteer.* Another focus group participant gave the example of *Friends of the Workshop. We have about $9,000 with the chili dinner and Christmas trees. All the money goes to recreation, and to improve the individual's lives.* The Elks club was mentioned as a source of support by one participant the *Elks have been very supportive to the community. They have bingo and a dance for people.*

Faith-Based Organizations Support Persons with DD in the Community (6 comments):

Faith-based organizations were an important means of community support for some of the focus group participants. One parent gave an example. *My daughter has been exposed to a church where they were accepting of her, but had never been around others with disabilities.* Another has a daughter that is *included in her church. She helps with fundraising.*

Families and Friends Advocate for People with DD (6 comments):

Focus group participants discussed the importance of the support of family and friends in advocating for inclusion. One parent stated *as a parent with a young child, we stand up and make sure they are included.* Another added that *younger parents are now thinking more*

inclusive. There is an evolution of services. It is important for people to have family and friends act as advocates *because if they* [people with disabilities] *have an advocate, they are included. If there is no advocate, they are not included.*

How People With Disabilities Are Excluded From the Community:

Focus groups conducted in the Region IV service area also asked participants to discuss the ways the people with developmental disabilities are excluded from their communities. One common theme discussed by focus group participants was the part *attitudes and lack of understanding of persons with disabilities* (12 comments) plays in exclusion from community life. Illustrative comments related to the top themes in exclusion from community life are included below. The top themes of exclusion are presented in Figure 34.

Figure 34.
Quality Assurance Excluded - Region IV Kansas City
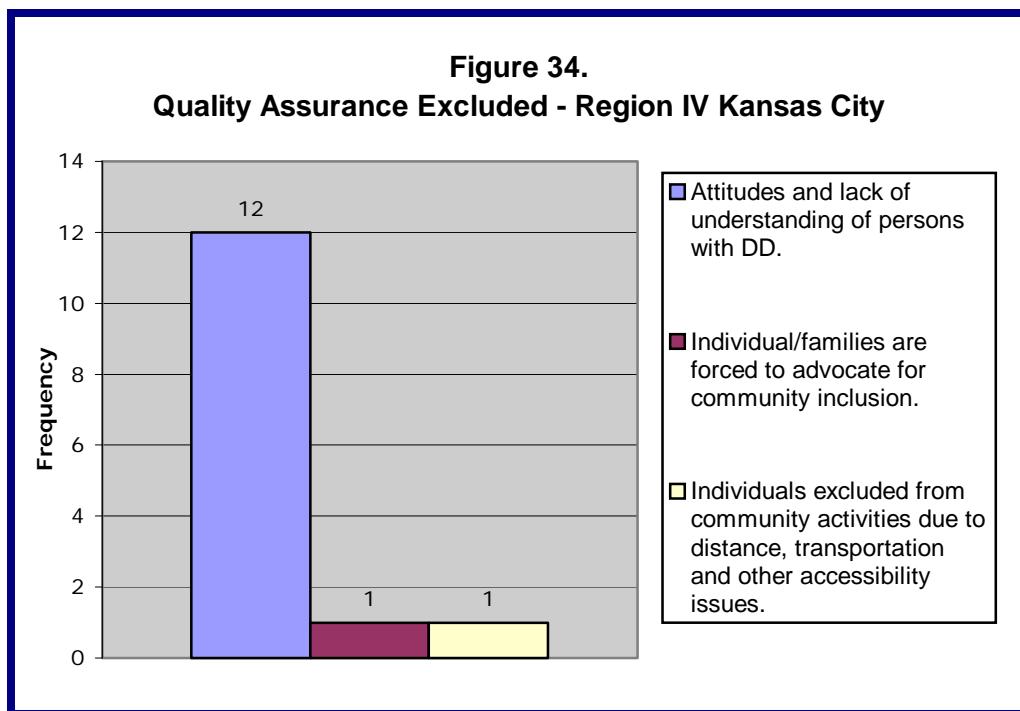
Attitudes and Lack of Understanding (12 comments):

Attitude is a barrier and an obstacle for some individuals with disabilities. One parent gave an example, *we had a big party for our kids at school, but the school was not accepting of him for his graduation party at the regular school times for graduation parties. My family came in from Wisconsin, he deserved a celebration and so did we*. Another focus group participant stated that they were *excluded from volunteering opportunities and volunteering* because of lack of understanding from the community.

Inclusion in the Planning Process:

Focus group participants discussed the ways that people with disabilities and their families are included in the planning processes that affect their lives. The most common theme from the focus groups conducted in the Region IV area related *to persons with DD are involved in their planning processes* (8 comments). Comments related to inclusion are included below.

Figure 35.
Quality Assurance Planning - Region IV Kansas City
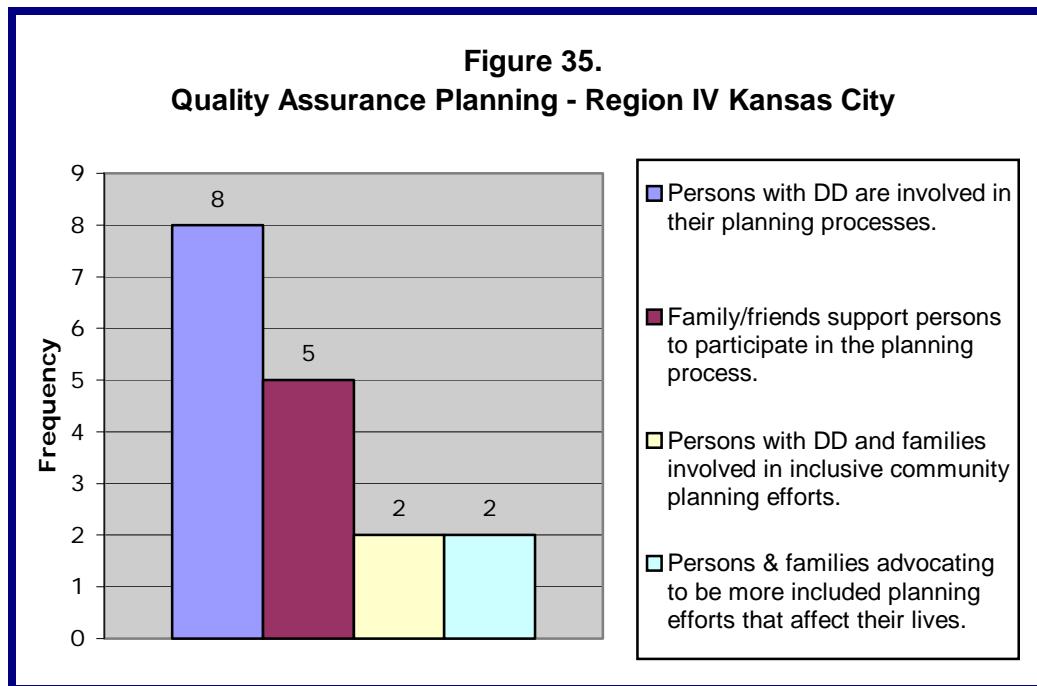
*Persons with DD are Included in Planning Processes (8 comments):*

Some of the focus group participants in Region IV are involved in the planning process. One participant commented *I have input. I work on what I work on with my annual meeting.* Another example of inclusion planning process included: *we have meetings that include everyone from family, staff, and the person to other people in their lives.* Another gave an example of how they are included in Individualized Educational Planning (IEP). *I will come to the meeting. I will tell them what I want, and they tell me what will happen and what they will do.*

SATISFACTION WITH SERVICES

Survey respondents were asked how they would rate MRDD service coordination/case management services. Figure 37 shows how respondents rated this service. The rating was on a four-point scale (1=Inadequate…4= Excellent). Service coordination was seen as *good* (32.2%) or *excellent* (30.5%) by over 60% of the respondents.
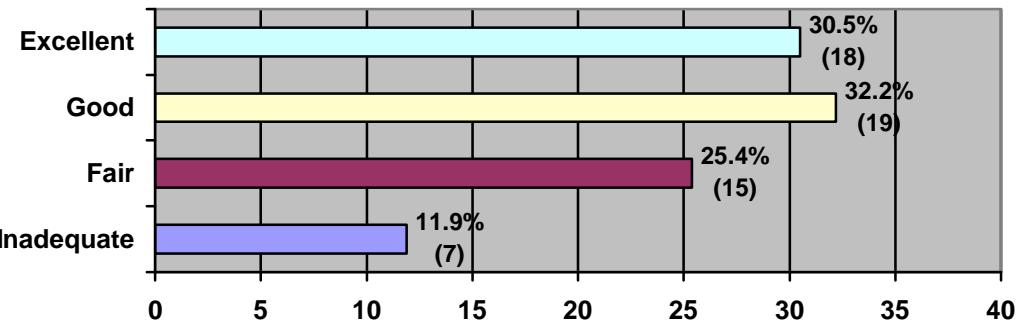
Figure 36. Quality of MRDD Service Coordination

Rating	Percentage (Count)
Excellent	30.5% (18)
Good	32.2% (19)
Fair	25.4% (15)
Inadequate	11.9% (7)

Respondents were also asked to rate the quality of services/supports that they, or others had received from providers in their community. Figure 37 shows how respondents rated the quality of provider services/supports. The rating was on a four-point scale (1=Inadequate…4= Excellent). The quality of provider services/supports was rated as *good* (36.9%) or *excellent* (23.1%), by 60.0% of the respondents.

Figure 37. Quality of Provider Services/Supports

| Rating	Percentage (Count)
Excellent	23.1% (15)
Good	36.9% (24)
Fair	23.1% (15)
Inadequate	16.9% (11)
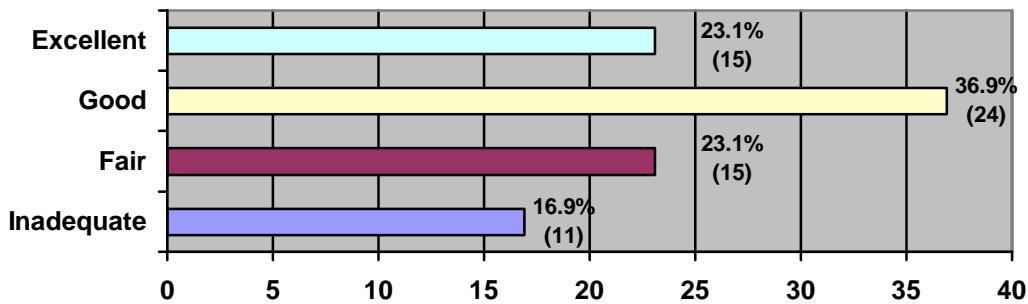
Last Chance Focus Group Discussion From Region IV:

Focus group participants were asked *if you could change one thing in your community that would make it better for people with disabilities, what would it be?* The responses to this question are provided in detail in the section below.

Last Chance:

Focus group participants made a few comments about the need to *enhancements in services for persons with DD* (16 comments). Illustrative comments as related to the top themes are provided below. The common themes about changes from Region IV are presented in Figure 38.

Figure 38.
Last Chance - Region IV Kansas City

Legend:
- Enhancements in services for persons with DD; support expansion of resources that fund and/or provide services.
- Increase community understanding of DD to help address attitudes and perceptions.
- Need more accessible, affordable transportation options that meet individual needs.
- Community employment and support opportunities in the community for persons with DD.

Enhancements in Services for Persons with DD (16 comments):

Persons with developmental disabilities and their families made comments about the need for enhancements in services for persons with developmental disabilities. One participant in the focus group commented that thought *respite was huge.* Another commented that they would like to *have more support to keep our family members in our home. PCA training, etc. is just lip service. We want to put our child in our home. No funding is made available for us. Our kids deserve to stay in our home. Keep people in their natural home and provide recreational activities for them.* Another service that should be enhanced is Medicaid. It should *pay for what people need, not just what in on the list with Medicaid or Medicare.*

Increase Community Understanding of Developmental Disabilities (11 comments):

A few comments in focus groups conducted in the Region IV area were related to the need the need to increase community understanding of people with disabilities. One focus group participant commented that *an integrated support system of people with disabilities and people without disabilities to help support each other with everything in life* was a good way to increase understanding. Another commented that they would *just change people's* attitudes if given a chance.

Educate People: A few would provide different kinds of education to help increase community understanding of developmental disabilities. *Have more education for people with disabilities. Educate the community.* One suggestion included *sensitivity training. It is needed. Politicians need to have more information on sensitivity issues with individuals with developmental disabilities.* One person simply stated that education was needed to *make more people aware of what is going on in the community. The community needs to know the struggles of the individuals and families of daily life of people with disabilities.*

Need More Accessible Affordable Transportation (10 comments):

Transportation is a huge need for many people with disabilities. *We need more transportation for this county.* One problem is that *transportation is extremely expensive.* Another focus group participant added that *transportation is a huge need, because if you do not have it, you do not get to come out.* Some suggestions included: *more buses, a better transportation system. More accessible transportation* and; *more carpools for transportation for individuals with developmental disabilities.*

The MISSOURI PLANNING COUNCIL
For DEVELOPMENTAL DISABILITIES
Region V: Joplin – Council on DD
Needs Assessment

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Report Prepared For:
The Missouri Planning Council for Developmental Disabilities

January 2006

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PREFACE

The Missouri Planning Council for Developmental Disabilities is a federally-funded, 23-member consumer-driven council appointed by the Governor. Public Law 106-402 mandates the Council to plan, advocate for, and give advice as to programs and services for persons with developmental disabilities to increase their opportunities for independence, productivity, and integration in to communities. The Council's mission is to support communities to include all persons with developmental disabilities in every aspect of life.

The Missouri Planning Council provides partial funding for Regional Advisory Councils across the state. Regional Councils provide grassroots planning and advocacy for improving supports and services for persons with developmental disabilities. This includes serving as an advisory body for the Missouri Department Mental Health, and Division of Mental Retardation and Developmental Disabilities' eleven Regional Centers across the State of Missouri.

In partnership with the Regional Councils, the Missouri Planning Council administered a written survey questionnaire and conducted a series of focus groups throughout the State to facilitate a better understanding of strengths, as well as barriers that self-advocates and families face, in accessing programs, services, and other supports necessary to achieve independence, productivity, and integration in to community life. What is learned from the focus groups and the survey results will assist in the Missouri Planning Council and Regional Councils in their long-range planning and advocacy efforts.

The Missouri Planning Council also wishes to express its gratitude for the assistance of other entities and organizations, committed to serving Missourians with developmental disabilities, in the needs assessment process.

INTRODUCTION

Table 1: Counties

County	# of Returns
Barry	7
Barry/Cassville	2
Barry/Monett	1
Henry	9
Henry/Clinton	2
Jasper	9
Lawrence	11
Lawrence/Monett	1
Barton	6
Cedar	6
Dade	6
McDonald	6
Newton	8
St. Clair	6
Vernon	6

In each of the eleven MRDD Regions in Missouri people with disabilities and their families answered written surveys about different aspects of their life. This included employment, housing, recreation, and education to name a few. These surveys were conducted in all of the counties in Missouri. Table 1 lists the counties in the Joplin Region and the number of returns that were received from each county. Table 2 represents the MRDD Regions.

Table 2: Regions

Table 2: Regions
Region I: Albany - Council on DD
Region II: Kirksville - Planning and Coordinating Council for DD
Region III: Hannibal - DDA Council of Missouri
Region IV: Kansas City - Metropolitan Council on DD
Region V: Joplin - Council on DD
Region VI: Springfield - Council on DD
Region VII: Rolla - Council on DD
Region VIII: Poplar Bluff - Disability Council of the Ozarks
Region IX: Sikeston: Regional Council on DD
Region X: Central Missouri - Council on DD
Region XI: St. Louis - Gateway Regional Advisory Council

Written Survey Respondents:

The majority of the respondents in the Joplin Region were family members (60.5%). There were 34 responses from persons with a disability (39.5%). Of the 86 that participated in the survey, all of the participants responded to the question *I am a: family member or persons with disability.* Figure 1 presents these findings.

The majority of the respondents received services from the Division of Mental Retardation/Developmental Disabilities (72.9%). Slightly less than 30% did not receive these services. Of the 86 participants that returned the survey, 1 person did not indicate whether they *received or didn't receive* services from MR/DD. (See Figure 2.)

Figure 1: Written Survey Respondents

Figure 2: Respondents Receiving Services

Missing = 0

Missing = 1

2
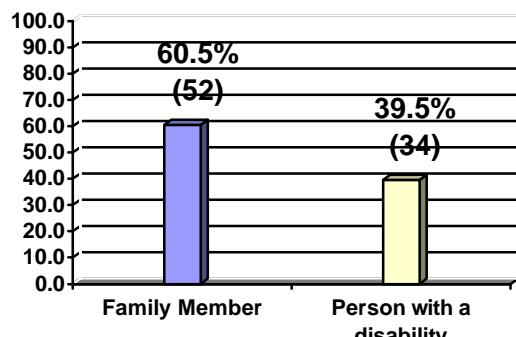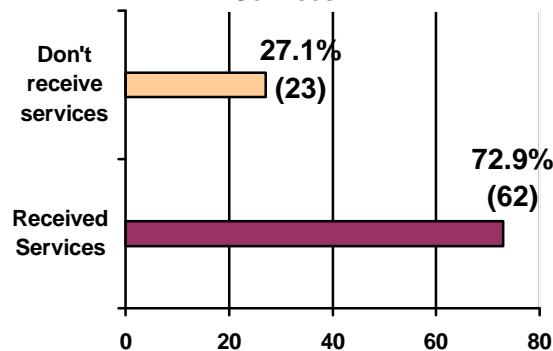
Focus Group Respondents:

In addition to the written surveys, 11 focus groups were held in the Region V area. There were 86 individuals who participated in the focus groups, 38% (33) were individuals with a developmental disability, and the other 62% (53) were family members. Over three quarters (77.1%) of the focus group participants received services. The following summarizes the results of both the written surveys and the focus groups.

EMPLOYMENT ISSUES

Survey respondents were asked to rank where adults with disabilities work/live in the community. The options were (1) non-employment situations; (2) sheltered employment; (3) community employment with paid supports; and (4) regular job in the community. (See Table 3.)

Table 3. Most and Least Likely Place to Work

Item	Non-Employment Situation	Sheltered Employment	Community Employment with Paid Supports	Regular Job in the Community
Where do adults with disabilities work/live in your community	28 (38.4%)	23 (31.5%)	4 (5.5%)	18 (24.7%)
Where do adults spend the Least amount of time	12 (17.6%)	11 (16.2%)	6 (8.8%)	39 (57.4%)

The respondents were also asked whether the different types of employment opportunities were (1) inadequate; (2) fair; (3) good; or (4) excellent. Table 4 presents the findings. Of the four employment options, sheltered employment services were rated as most adequate (mean of 2.54) and regular jobs in the community were rated as least adequate (mean of 1.53).

Table 4. Adequacy of Employment Settings

Item	Inadequate	Fair	Good	Excellent	Mean
Regular job in the community (34)	19 (55.9%)	12 (35.3%)	3 (8.8%)	0 (-)	1.53
Community Employment with paid support (66)*	22 (33.3%)	20 (30.3%)	16 (24.2%)	8 (12.1%)	2.15
Sheltered Employment (70)*	11 (15.7%)	21 (30.0%)	27 (38.6%)	11 (15.7%)	2.54
Non-employment situation (55)*	13 (23.6%)	14 (25.5%)	17 (30.9%)	11 (20.0%)	2.47
*Scale: 1=Inadequate....4=Excellent *Total number responding*					

Figure 3 reflects respondents rating of the opportunities for regular or supportive employment for people with disabilities in their community. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for employment in the community was seen as *fair* to *inadequate* by 63.7% of those who responded to the question.

Figure 3. Regular or Supported Employment Opportunities

Rating	Value	Percent (Count)
Excellent	6.5% (5)	
Good	29.9% (23)	
Fair	28.6% (22)	
Inadequate	35.1% (27)	

(Horizontal bar chart with x-axis scale: 0, 5, 10, 15, 20, 25, 30, 35, 40)
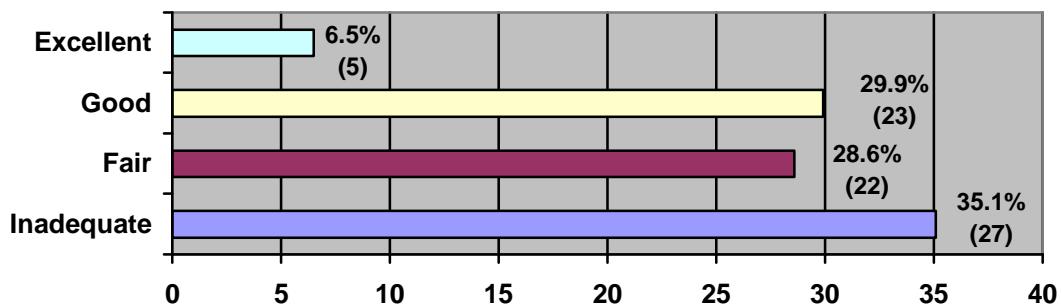
Employment Focus Group Discussion In Region V:

Focus group participants from the Region V-Joplin service area were asked to discuss the issues they have with employment, including: 1.) the problems and challenges they have experienced in getting employment, and 2.) the help and support they need to gain employment. Issues concerning employment are below in detail.

Employment Problems and Challenges:

The focus group participants from the Region V service area discussed the problems they have experienced related to employment. Some themes included for the participants was the fact that there are *few or no job opportunities* (9 comments), and there is a *lack of access to transportation* (9 comments). Illustrative comments related to employment challenges are provided in detail in the section below. Top themes related to employment are provided in detail in Figure 4.

Few or No Job Opportunities (9 comments):

The focus group participants in the Region V service area discussed the lack of opportunities in their area. *There are few opportunities for the disabled. This is a very rural area,*

**Figure 4.
Employment Challenges/Problems
Region V Joplin**
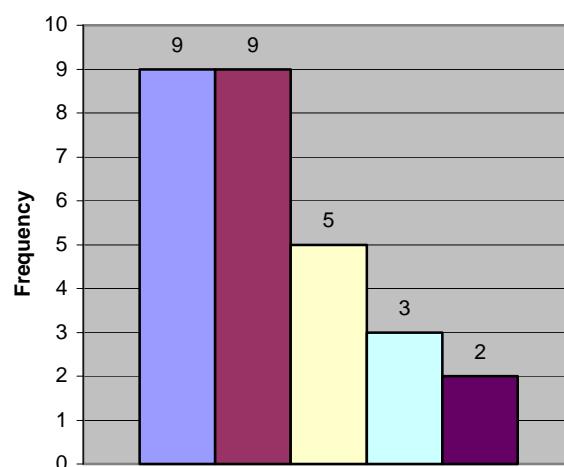
Legend:
- Few or no job opportunities
- Lack of access to transportation issues
- Employer perceptions, attitudes, and lack of understanding
- Lack of employer supports, including accessibility and accommodations
- Lack of community awareness, understanding, and support

Bar chart values (Frequency, y-axis 0–10):
- Few or no job opportunities: 9
- Lack of access to transportation issues: 9
- Employer perceptions, attitudes, and lack of understanding: 5
- Lack of employer supports, including accessibility and accommodations: 3
- Lack of community awareness, understanding, and support: 2

4

there are few jobs available according to one participant in the focus groups. Another commented that *it is hard to find jobs in the area. Often have to travel long distances.* There are waiting lists for the workshops. *The sheltered workshop* in one area *is turning down individuals that do not meet the criteria.*

Lack of Access to Transportation (9 comments):

For individuals with disabilities o*ne common obstacle is transportation* to and from the jobsite, *it is a big issue.* Some communities may soon lose their transportatios options *we do not want to lose transportation from Cassville to Monett.* Even transportation to the sheltered workshops is limited. *Workshop transportation only runs at 2 p.m. but some shifts don't end until 4 p.m.*

Employer Perceptions and Attitudes (5 comments):

A few made comments about the challenges posed by employer perceptions and attitudes about individuals with disabilities. For example, *employers are not always understanding*. Other comments about employer perceptions are included below.

- *Employers are not willing to hire.*
- *Perceptions of employers that people with disabilities are not employable.*
- *Most employers won't make necessary accommodations for persons with disabilities.*

Employment Help and Supports:

Focus group participants in the Region V-Joplin service area also discussed the types of help and support they have received for employment. One of the most common types were employment supports *through public and private organizations and providers* (4 comments). Some illustrative comments are included in detail in the section below. The related themes are provided in detail in Figure 5.

Public and Private Organizations (4 comments):

A few of the focus group participants stated that they received employment supports through public and private providers. One individual *received assistance in finding work from an Arc employment coordinator.* Another focus group participant also received assistance from Arc, *the Arc of the Ozarks is good to work for. It is like a work crew.*

Figure 5.
Employment Help/Supports -
Region V Joplin
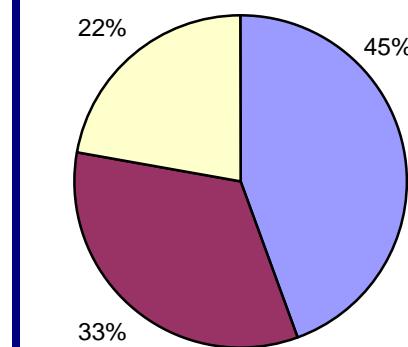
- Employment supports through public/private county and local organizations and providers. 45%
- Sheltered workshop employment. 33%
- Regular jobs obtained through typical supports. 22%

RESIDENTIAL SETTING ISSUES

The next section examined was residential settings. The respondents were asked to identify where people with disabilities in their community were most likely to live: (1) a place of their own; (2) at home with family and friends; (3) group home; or (4) large segregated facilities. The majority (40.0%) noted that most were likely to live in a place of their own. People with disabilities were least likely (5.7%) to live in large segregated facilities. Only (17.1%) noted that people with disabilities live in a group home. (See Table 5.)

Table 5. Most and Least Likely Place to Live

Item	Place of their own	At home with family/friends	Group home	Large segregated facilities
Where most likely to live	28 (40.0%)	26 (37.1%)	12 (17.1%)	4 (5.7%)
Where least likely to live	18 (26.5%)	7 (10.3%)	20 (29.4%)	23 (33.8%)

The availability of residential settings was assessed on a four-point scale: (1=Not Available…4=Very Available). Of those who rated the availability of a *place of their own* (73), 19.2% responded as *not available*, while 54.8% indicated that they were *somewhat available*. The most available residential setting was *at home with family/friends* (mean 3.09). (See Table 6.)

Table 6. Availability of Housing/Living Settings

Item	Not available	Somewhat available	Most available	Very available	Mean
Place of their own (73)*	14 (19.2%)	40 (54.8%)	15 (20.5%)	4 (5.5%)	2.12
At home with family/friends (77)*	2 (2.6%)	13 (16.9%)	38 (49.4%)	24 (31.2%)	3.09
Group home (77)*	11 (14.3%)	35 (45.5%)	23 (29.9%)	8 (10.4%)	2.36
Large segregated facilities (65)*	17 (26.2%)	20 (30.8%)	14 (21.5%)	14 (21.5%)	2.38
*Mean: 1=Not available…4=Very available *Total number responding*					

Figure 6 shows how respondents rated the opportunities for community-based housing/ living options. The rating was on a four-point scale (1=Inadequate… 4= Excellent). Opportunity for community-based housing/living was rated as *fair* (33.8%), or *inadequate* (24.3%) by over 50% of the respondents.

Figure 6. Community-Based Housing/Living Opportunities

Rating	% (count)
Excellent	12.2% (9)
Good	29.7% (22)
Fair	33.8% (25)
Inadequate	24.3% (18)
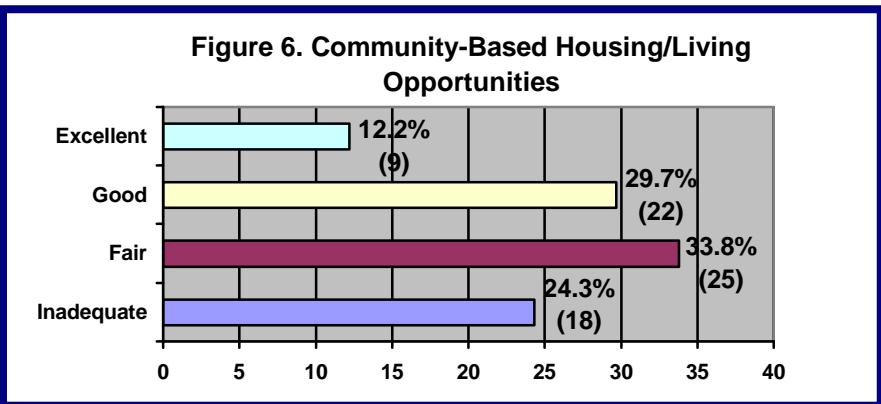
Housing Focus Group Discussion In Region V:

The focus groups in the Region V-Joplin service area discussed issues related to housing such as 1.) Problems and challenges experienced in finding a place to live; and 2.) Helps and supports received for housing. Housing related issues discussed in the focus groups in Region V are presented below.

Housing Problems and Challenges:

Many of the focus group participants had experienced problems and challenges trying to obtain housing. The most common theme for Region V is the lack of accessible affordable housing (14 comments). Illustrative comments as they relate to the lack of accessible affordable housing are included below.

Lack of Accessible Affordable Housing (14 comments):

There is a lack of affordable housing that is accessible to individuals with disabilities in Region V-Joplin. One focus group participant commented that rent can be high in rural communities. Another said that *the choices aren't that great, and most are not affordable*. One problem is that *the resources for home modifications for adults are almost non-existent*. Sometimes people are forced to live in places they do not want to. *Housing that can meet your needs may not be available where you want to live.*

Housing Support and Help:

Supports and help that people have experienced for housing were also discussed in focus groups in Region V. One support discussed related to *community organizations, neighbors, businesses, banks, etc. that have provided support* (4 comments). Illustrative comments about this are provided in detail below. The housing support themes are presented in Figure 7.

Figure 7.
Housing Help/Support - Region V Joplin

Legend:
- Community organizations, neighbors, businesses, banks, etc. that have provided housing supports.
- Public programs, resources, and organizations that help with housing (i.e. HUD programs).
- Persons living with family.
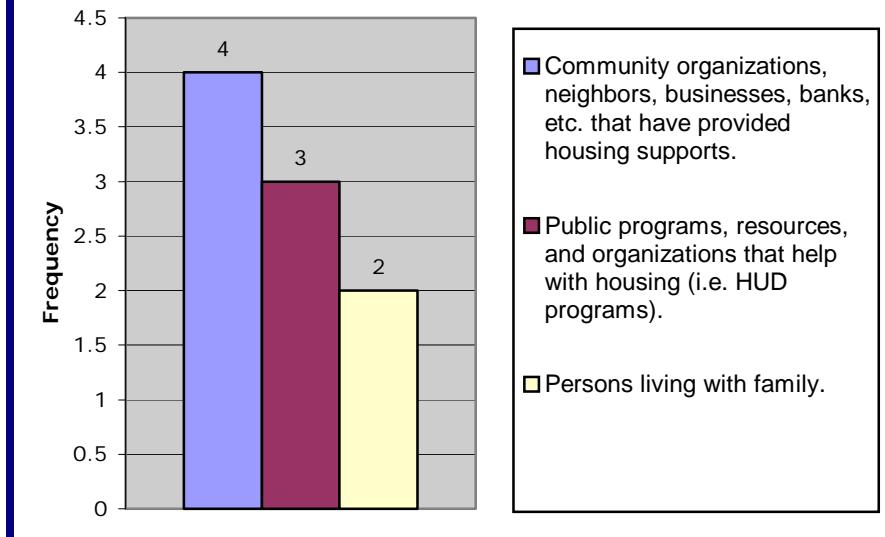
Community Organizations, Neighbors, Businesses That Provided Housing Support (4 comments):

A few focus group participants stated that they have received support from various organizations and individuals in the community. One participant simply stated that their *community has made efforts to make housing accessible*. Another individual got assistance from a bank. *I got a loan after much hard work, and built a house from the ground up so it was accessible for my needs*.

TRANSPORTATION ISSUES

The next area that was discussed on the survey was transportation issues. Four types of transportation were examined: (1) special transportation; (2) public transportation; (3) family and friends; and (4) self-transportation. Very few noted that people with disabilities in their community were likely to use self-transportation (2.7%). Most respondents reported that the most likely use was family and friends or special transportation (36.5%). (See Table 7.)

Table 7. Most and Least Likely Transportation Choice

Item	Special Transportation	Public Transportation	Family and Friends	Self-transportation
How do people get around	27 (36.5%)	18 (24.3%)	27 (36.5%)	2 (2.7%)
Least likely	12 (16.4%)	8 (11.0%)	20 (27.4%)	33 (45.2%)

8

The adequacy of transportation options was assessed on a four-point scale (1=Inadequate… 4=Excellent). All four options were rated as *fair* or a little above *fair* by the respondents. Of those rating *special transportation*, nearly 50% rated it as *inadequate*. Of those who rated *public transportation*, over 70% felt it was either *inadequate* or *fair*. Table 8 presents the findings.

Table 8. Adequacy of Transportation

Item	Inadequate	Fair	Good	Excellent	Mean
Special transportation (69)*	34 (49.3%)	19 (27.5%)	9 (13.0%)	7 (10.1%)	1.84
Public transportation (82)*	29 (35.4%)	30 (36.6%)	16 (19.5%)	7 (8.5%)	2.01
Family and friends transportation (77)*	25 (32.5%)	15 (19.5%)	21 (27.3%)	16 (20.8%)	2.36
Self transportation (59)*	27 (45.8%)	9 (15.3%)	14 (23.7%)	9 (15.3%)	2.08
1=Inadequate…4=Excellent *Total number responding					

Figure 8 shows how respondents rated community-based transportation opportunities for people with disabilities. The rating was on a four-point scale (1=Inadequate… 4= Excellent). Opportunity for community-based transportation was rated as *fair* (27.3%) or *inadequate* (27.3%) by over 50% of the respondents.
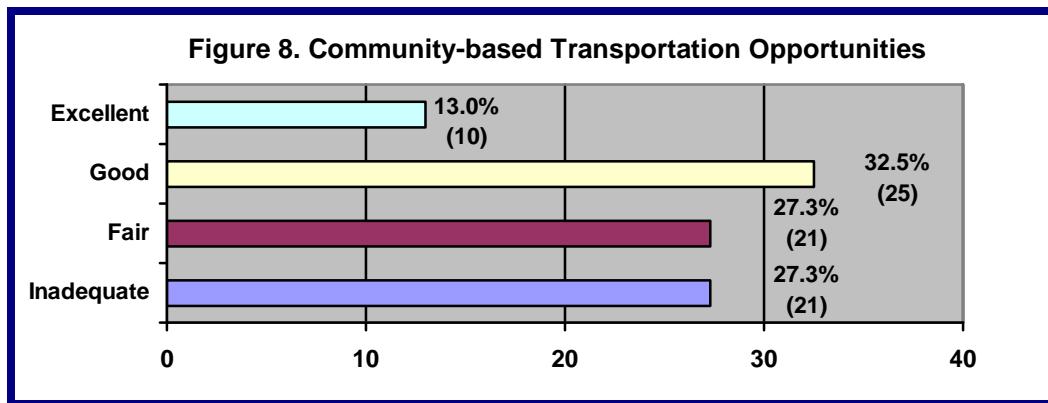
Figure 8. Community-based Transportation Opportunities

Excellent: 13.0% (10)
Good: 32.5% (25)
Fair: 27.3% (21)
Inadequate: 27.3% (21)

Transportation Focus Group Discussion in Region V:

Focus group participants in Region V discussed issues related to transportation including 1.) Problems and challenges, and 2.) Help and support received for transportation. Discussion of transportation issues as it relates to the focus groups conducted in Region V are provided in detail below.

Transportation Challenges/Problems:

Focus group participants discussed some of the challenges and problems they have experienced trying to obtain transportation. One of the most common themes among the focus groups were *availability and transportation options* (10 comments). Illustrative comments are provided in detail below. Illustrative comments related to the top themes in transportation challenges are presented in detail in Figure 9.

Figure 9.
Transportation Challenges/Problems -
Region V Joplin

- Availability and transportation options, especially in rural areas.
- Cost to meet transportation needs.
- Limited transportation schedules.
- Vehicle accessibility.
- Reliable, consistent transportation services (e.g. arrive on time).

Availability and Transportation Options (10 comments):

Transportation availability and options are lacking, especially as it pertains to rural settings. *Out in the country there is no transportation except family*. In one community, *the only transportation is OATS and it is only for medical appointments and shopping.* A lot of communities have *limited accessible transportation.*

Transportation Help and Support:

Focus group participants in the Region V-Joplin service area discussed the types of help and support they had received for transportation. A majority of comments were about *receiving support from various public transportation providers or collaborations* (7 comments). Illustrative comments as they relate to this are provided below. The common themes from the focus group discussion on transportation help and support are presented in Figure 10.

Figure 10.
Transportation Help/Support -
Region V Joplin
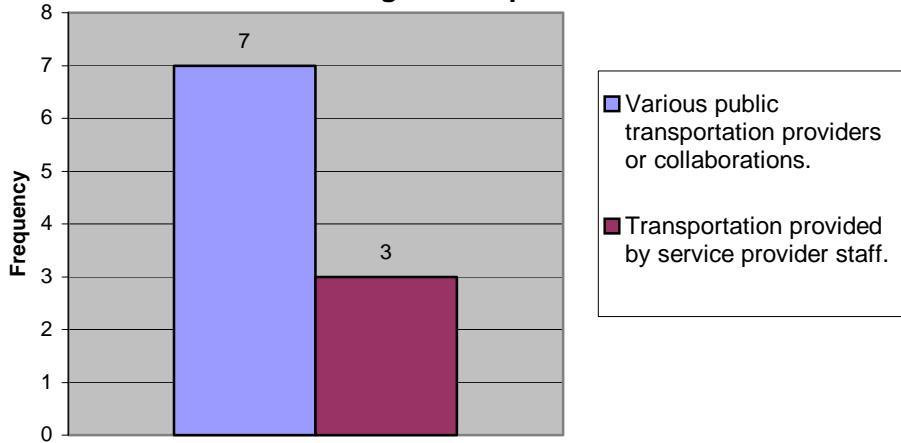
Various Transportation Providers or Collaborations (7 comments):

Focus group participants receive transportation support from a variety of different providers and collaborations. One focus group participant included an example of a collaboration *I wrote my legislator and he wrote back. Funding will continue for OATS.* Another focus group participant discussed the support they receive for transportation *the cab coupon program is wonderful*, [you get] *$100* [of cab rides] *for $10.* Other focus group participants had similar good experiences with taxi services in their communities. *The taxi system is helpful, dependable and there are nice drivers.*

CHILDCARE ISSUES

Respondents were asked to identify the childcare option used most and least in their community by families who have a child with a disability. The childcare options given in the survey included: (1) regular childcare; (2) segregated or special childcare; and (3) family or friends. Most noted that *family or friends* were the *most likely* choice for childcare (56.9%). (See Table 9.)

Table 9. Most and Least Likely Child Care Choice

Item	Regular childcare	Segregated or special childcare	Family or friends
Most likely childcare	18 (31.0%)	7 (12.1%)	33 (56.9%)
Least likely childcare	21 (37.5%)	17 (30.4%)	18 (32.1%)

The adequacy of childcare options was assessed on a four-point scale (1=Inadequate…
4=Excellent). The lowest rating was for *regular childcare*, which received a mean rating of
2.07. The highest rating was for *family childcare* (mean of 2.81). Almost two-thirds of those
rating this option rated this type of childcare as *good* or *excellent.*

Table 10. Adequacy of Child Care

Item	Inadequate	Fair	Good	Excellent	Mean
Regular childcare (59)*	14 (23.7%)	32 (54.2%)	8 (13.6%)	5 (8.5%)	2.07
Segregated childcare (55)*	17 (30.9%)	15 (27.3%)	18 (32.7%)	5 (9.1%)	2.20
Family childcare (59)*	3 (5.1%)	19 (32.2%)	23 (39.0%)	14 (23.7%)	2.81
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 11 reflects how respondents rated the opportunities for community-based
childcare for families with a child who has a disability. The rating was on a four-point scale
(1=Inadequate…4= Excellent). Opportunity for community-based childcare for children with
disabilities was rated as *inadequate* by 49.2% of the respondents, and *good* by 32.2%.
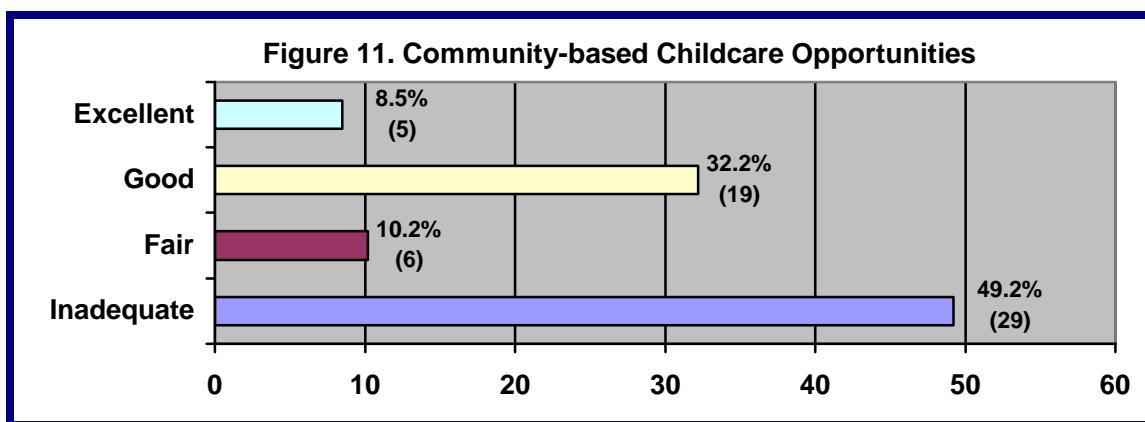
Figure 11. Community-based Childcare Opportunities

Excellent	8.5% (5)
Good	32.2% (19)
Fair	10.2% (6)
Inadequate	49.2% (29)

Childcare Focus Group Discussion in Region V:

Focus group participants discussed the problems and challenges they have experienced in
trying to obtain childcare for their child with a disability. In addition, the focus groups also
examined the types of childcare helps and supports available. This section presents the findings
from focus groups in the Region V-Joplin service area in detail.

Childcare Problems:

Participants in the focus groups conducted in Region V discussed the challenges and problems they experienced in trying to obtain childcare. One common theme that emerged from the focus groups was that there are *few or no options for childcare* (6 comments). Illustrative comments related to the top common childcare problems are provided below. Themes from the focus groups in Region V as they relate to childcare problems are presented in Figure 12.

**Figure 12.
Childcare Problems -
Region V Joplin**

Legend:
- Few or no options for childcare.
- Limited availability of respite care resources.
- Excessive costs for childcare.
- Lack of family/friends to provide childcare.
- Lack of providers, or sitters with specialized skills to support kids with a disability.
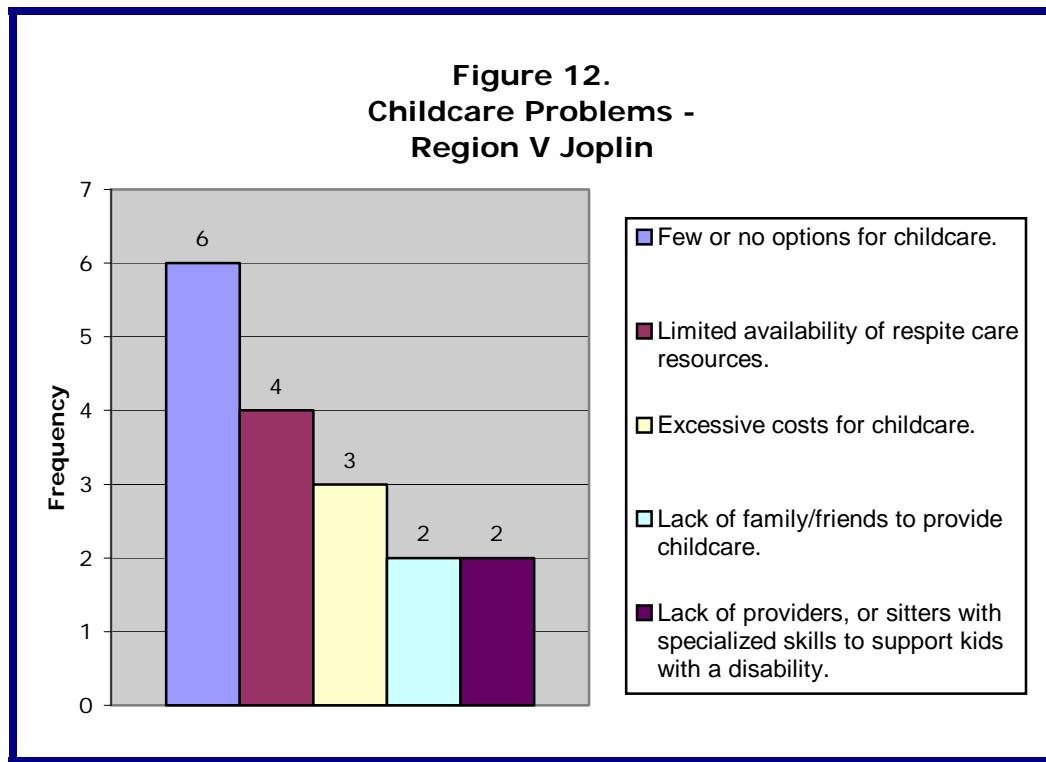
Few or No Options for Childcare (6 comments):

Focus group participants in Region V stated that there were not many options for childcare. One participant stated that childcare is *not really accessible for children with disabilities*. In one community, *there is only one day care that understood my child's needs*.

Childcare Help and Support:

There were only a few comments made about help and support with child care. These comments mostly related to support received from friends and family members (3 comments). These comments included:
- *Most children stay home with mom or other family.*
- *Thank goodness for family.*
- *Family and Friends provide supports.*

EARLY INTERVENTION SERVICE ISSUES

The next section of the survey examined issues related to early intervention programs or services. The programs that the survey focused on were: (1) First Steps; (2) special needs pre-school; (3) Head Start; (4) regular pre-school; and (5) therapies. *First Steps* was indicated as the *most likely* to be used by 31.5% of the survey respondents. *Regular pre-school* was identified as *least likely* to be used by 25.0% of the respondents.

Table 11. Most and Least Likely Early Intervention Service Choices

Item	First Steps	Special needs pre-school	Head Start	Regular pre-school	Therapies
Child services	17 (31.5%)	8 (14.8%)	13 (24.1%)	6 (11.1%)	10 (18.5%)
Child services least likely	8 (15.4%)	11 (21.2%)	11 (21.2%)	13 (25.0%)	9 (17.3%)

The adequacy of early intervention services was rated on a four-point scale (1=Inadequate…4=Excellent). Head Start received the highest mean rating (2.71). Table 12 presents the data.

Table 12. Adequacy of Early Intervention Services

Item	Inadequate	Fair	Good	Excellent	Mean
First steps/infant-toddler programs (54)*	10 (18.5%)	14 (25.9%)	18 (33.3%)	12 (22.2%)	2.59
Special needs pre-school (51)*	9 (17.6%)	10 (19.6%)	20 (39.2%)	12 (23.5%)	2.69
Head Start (55)*	7 (12.7%)	9 (16.4%)	32 (58.2%)	7 (12.7%)	2.71
Regular pre-school other than Head Start (51)*	12 (23.5%)	17 (33.3%)	12 (23.5%)	10 (19.6%)	2.39
Therapies (52)*	11 (21.2%)	18 (34.6%)	14 (26.9%)	9 (17.3%)	2.40
Scale: 1=Inadequate…4=Excellent *Total number responding					

Figure 13 shows how respondents rated the availability of early intervention services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Approximately 72% of the respondents saw early intervention services as *mostly available* or *somewhat available*.

Figure 13. Early Intervention Opportunities

Category	Value
Very Available	13.8% (8)
Mostly Available	34.5% (20)
Somewhat Available	37.9% (22)
Not Available	13.8% (8)

Early Intervention Focus Group Discussion in Region V:

Focus group participants in the Region V service area discussed the ways that early intervention services and supports had helped to enhance potential. Early intervention and related issues are presented in detail below.

Early Intervention Services and Supports:

Focus group participants are getting early intervention services and supports from a variety of different entities. One common source for early intervention is through *other community resources supporting early intervention services* (11 comments). Some illustrative comments are provided below in detail. The common themes about early intervention are presented in Figure 14.

Figure 14. Early Intervention Service/Supports - Region V Joplin

Service/Support	Frequency
Other community resources (e.g. churches, civic organizations) supporting early intervention services.	11
First Steps program and other infant/toddler programs provided early intervention supports.	7
Head Start assisted in preparing child for school.	2
Special needs pre-school provided supports for the child and family.	2

15
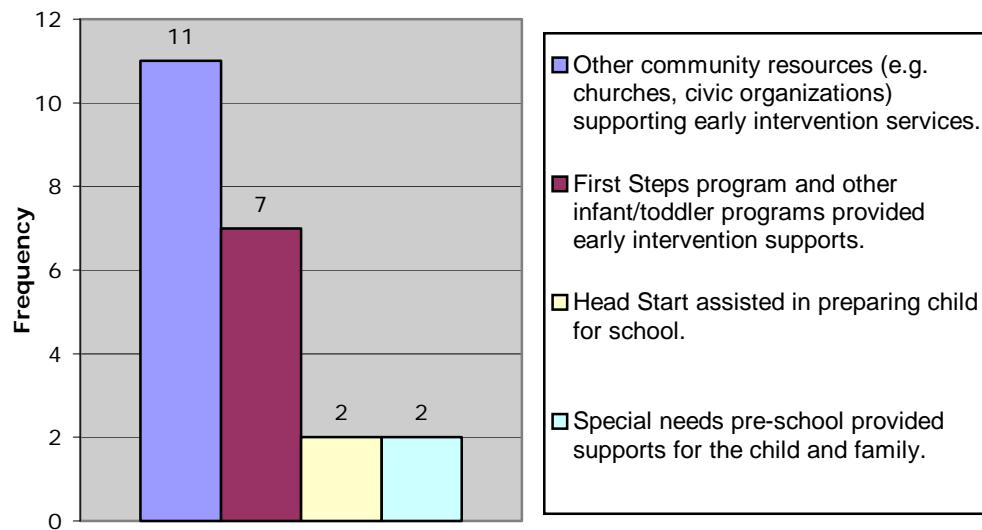
Other Community Resources Supporting Early Intervention (11 comments):

Focus group participants had many types of community support for early intervention. One participant stated that *the Share & Care center provided early intervention support.* Another focus group participant commented that *the Barry/Lawrence Developmental Center maximized the potential of my child.* A couple of participants commented on how *First-Steps-Special Education Pre-School and Judevine were helpful and good in assisting my children to reach their potential.*

First Steps Program and Other Infant Toddler Programs (7 comments):

The First Steps program and other infant toddler programs provide early intervention support. One participant in the focus grous commented that without *Share & Care and First Steps, we have had to drive 80 minutes to get therapy.* Another commented that *working with First Steps was wonderful.*

EDUCATIONAL SERVICE ISSUES

The survey respondents were asked what type of school services were most and least likely to be used. The types of educational services were: (1) included in regular public school education; (2) special public school education; (3) state school education; and (4) private home education. Only 5.1% used *state school education.* Respondents indicated that the most often used educational service was *special public school education* (47.5%). (See Table 13.)

Table 13. Most and Least Likely Educational Services Choices

Item	Included in regular public school education	Special public school education	State school education	Private/home education
What types of educational programs most likely to use	18 (30.5%)	28 (47.5%)	3 (5.1%)	10 (16.9%)
What types of educational programs least likely to use	16 (26.7%)	8 (13.3%)	13 (21.7%)	23 (38.3%)

The adequacy of educational services was rated on a four-point scale (1=Inadequate… 4=Excellent). The highest rated educational type was *special public school education* (mean of 2.55). The lowest *was included in regular public school education* (mean of 1.91). Table 14 presents the findings.

Table 14. Adequacy of School Services

Item	Inadequate	Fair	Good	Excellent	Mean
Included in regular public school education (69)*	23 (33.3%)	30 (43.5%)	15 (21.7%)	1 (1.4%)	1.91
Special public school education (66)*	10 (15.2%)	19 (28.8%)	28 (42.4%)	9 (13.6%)	2.55
State school (48)*	13 (27.1%)	11 (22.9%)	15 (31.3%)	9 (18.8%)	2.42
Private-home education (44)*	7 (15.9%)	16 (36.4%)	16 (36.4%)	5 (11.4%)	2.43
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Respondents were asked to rate the availability of (1) inclusive educational opportunities; (2) transition services; and (3) post-high school opportunities in their community. Figures 15-17 detail the results.

Figure 15 shows how respondents rated the availability of inclusive educational services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Inclusive educational opportunities* were seen as *somewhat available* by nearly 50.0% of the respondents.
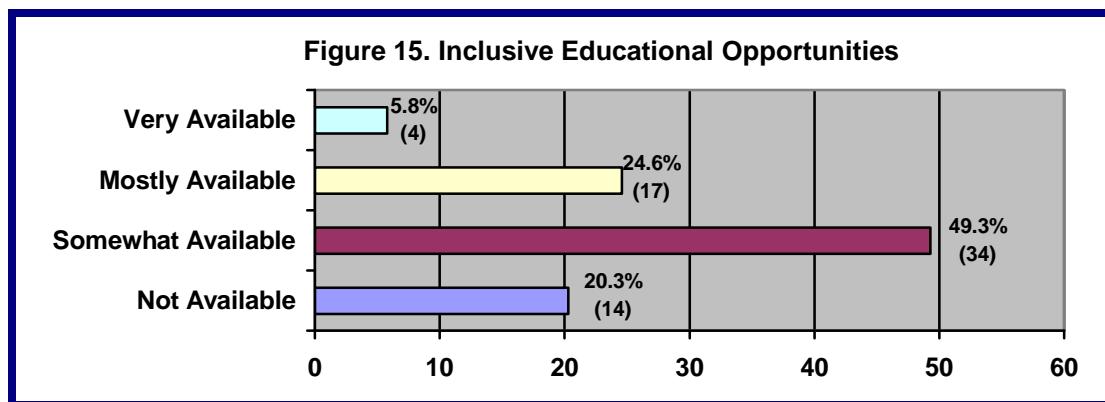
Figure 15. Inclusive Educational Opportunities

- Very Available: 5.8% (4)
- Mostly Available: 24.6% (17)
- Somewhat Available: 49.3% (34)
- Not Available: 20.3% (14)

Figure 16 shows how respondents rated the availability of transition services for people with disabilities from school to work in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Transition services* were seen as *somewhat available* by over 50% of the respondents.
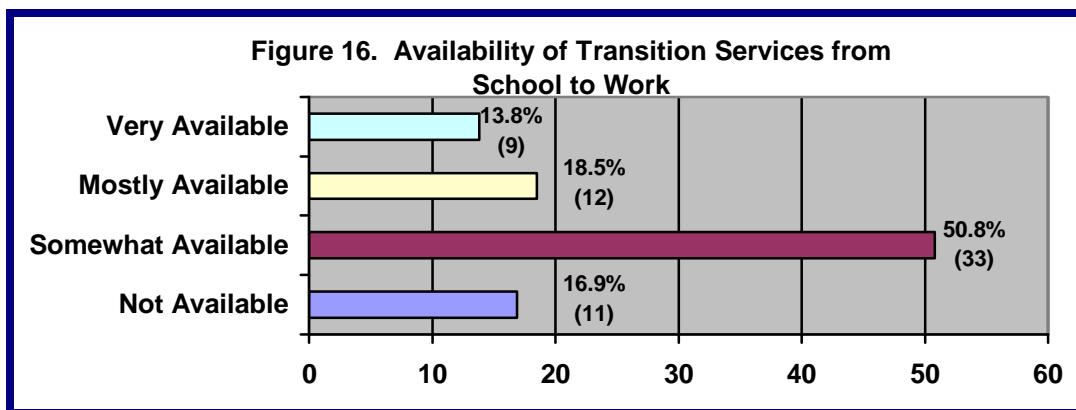
Figure 16. Availability of Transition Services from School to Work

Category	Percent (Count)
Very Available	13.8% (9)
Mostly Available	18.5% (12)
Somewhat Available	50.8% (33)
Not Available	16.9% (11)

Figure 17 shows how respondents rated the availability of post-high school educational opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of post-high school educational opportunities was seen as *somewhat available* (27.6%) or *not available* (41.4%) by over 65% of the respondents.

Figure 17. Availability of Post-high School Educational Services

Category	Percent (Count)
Very Available	13.8% (8)
Mostly Available	17.2% (10)
Somewhat Available	27.6% (16)
Not Available	41.4% (24)
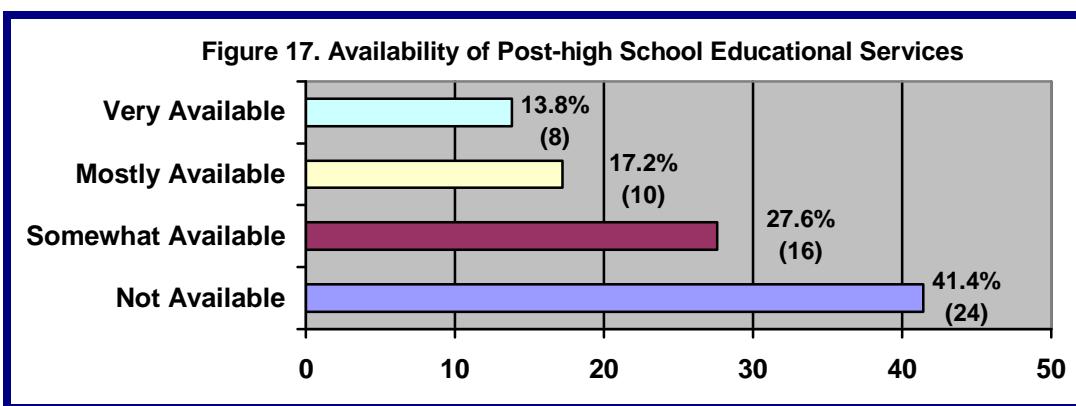
Education Focus Group Discussion in Region V:

Experiences with the educational system were discussed in focus groups conducted in the Region V service area. Focus group participants related 1.) the barriers and problems experienced with education, and 2.) the helps and supports received that helped maximize educational potential. Focus group discussions about education are provided in detail below.

Educational Problems and Challenges:

Focus group participants in Region V discussed the types of challenges and problems they have experienced with the education system. One common theme discussed by the focus group participants was the *lack of quality individualized supports* (11 comments). Some illustrative comments are provided in detail below. Themes related to challenges and problems in education are presented in Figure 18.

Figure 18.
Education Challenges/Problems -
Region V Joplin

Lack of Quality Individualized Supports (11 comments):

Focus group participants discussed the lack of quality, individualized supports for students with disabilities. One focus group participant gave the example *sometimes at the high school level students with disabilities get overlooked. They don't get what they need.* One parent feels that *special education needs to be more individualized.* Transitioning students from school to life after school is often not done. Schools *should prepare or transition people with disabilities to life and work after high school* and it is not being done.

Educational Help and Supports:

Focus group participants also discussed the types of education help and support they had received. The Region V focus group participants stated that they *received supports from other agencies* (3 comments), that *students and families are satisfied with school services received* (3 comments), that *teachers and classroom aides support students* (3 comments). Some illustrative comments about educational supports are provided in detail below. Common themes are presented in Figure 19.

Receive Support from Other Agencies (3 comments):

Some focus group participants are receiving support from other agencies for education. Related comments included:
- *There is a new school opening to service those who need it.*
- *MO PASS is an agency that helped.*

**Figure 19.
Education Help/Support -
Region V Joplin**
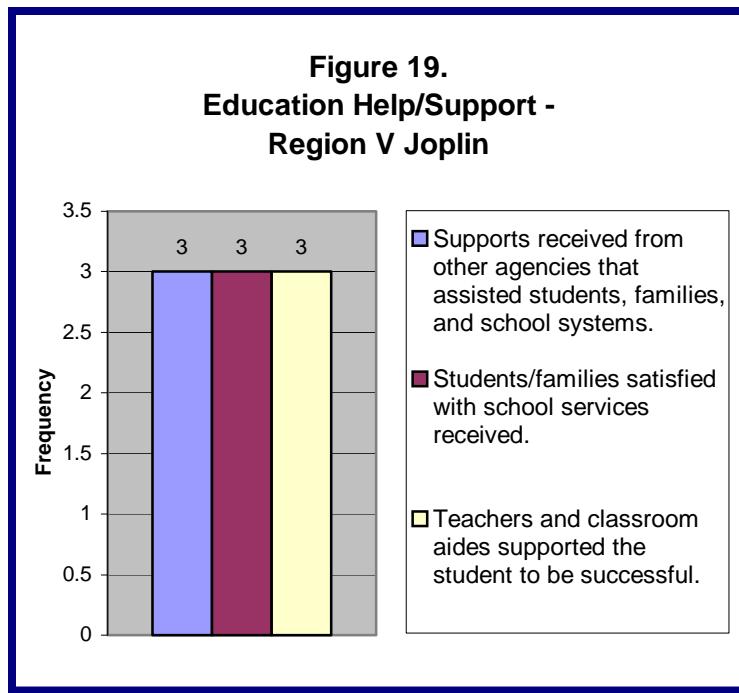
Students and Families Satisfied with School Services (3 comments):

Students and their families are satisfied with school services, according to the focus group participants in the Region V-Joplin service area. Comments as they pertain to satisfaction with services included:
- *Carl Junction School District is doing wonderful. I didn't even have to ask for help.*
- *Schools work with parents, it is very helpful.*
- *I had a very good experience in Neosho Special Education Preschool. It is excellent. Very accommodating.*

Teachers and Classroom Aides Provide Support (3 comments):

Teachers and classroom aides provide support to students with disabilities, and their families. One focus group participant commented that there were *great teachers* in their school district. *They give good advice.* Another added that *most of the students and teachers were helpful* to them.

HEALTH CARE SERVICE ISSUES

Survey respondents were asked to identify where people with disabilities were most likely or least likely to go to get health care services in their community. Respondents were asked to select from the following types of health care services: (1) hospitals/emergency room; (2) doctor's office; (3) community health clinics; (4) residential health center; and (5) local health departments. The majority of the respondents indicated that people with disabilities received their health care at the *doctor's office* or *hospital/emergency room* (41.9%). Few used *local health departments* (3.2%). (See Table 15.)

Table 15. Most and Least Likely Health Care

Item	Hospitals/ Emergency room	Doctor's office	Community health clinics	Residential health care center	Local health departments
Where most likely to go for health care services	26 (41.9%)	26 (41.9%)	4 (6.5%)	4 (6.5%)	2 (3.2%)
Least likely to go	5 (7.6%)	7 (10.6%)	18 (27.3%)	22 (33.3%)	14 (21.2%)

The adequacy of health care services was assessed on a four-point scale (1=Inadequate… 4=Excellent). *Hospitals/emergency rooms* were rated by over 80% of the respondents as *inadequate* (45.5%) or *fair* (36.4%). *Doctor's offices* were rated as *inadequate* (22.1%) or *fair* (51.9%) by over 70% of the respondents. *Residential care center* received the highest mean rating (2.95) and *Hospitals/emergency rooms* received the lowest mean rating (1.80).

Table 16. Adequacy and Availability of Health Care Services

Item	Inadequate	Fair	Good	Excellent	Mean
Hospitals/emergency room (66)	30 (45.5%)	24 (36.4%)	7 (10.6%)	5 (7.6%)	1.80
Doctor's office (77)*	17 (22.1%)	40 (51.9%)	18 (23.4%)	2 (2.6%)	2.06
Community health clinics (69)*	18 (26.1%)	17 (24.6%)	12 (17.4%)	22 (31.9%)	2.55
Residential health care center (66)*	9 (13.6%)	18 (27.3%)	6 (9.1%)	33 (50.0%)	2.95
Local health department (72)*	15 (20.8%)	23 (31.9%)	8 (11.1%)	26 (36.1%)	2.63
Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 20 shows how respondents rated the availability of health care services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of health care services was rated as *somewhat available* (32.9%) or *not available* (48.7%) by over 80% of the respondents.
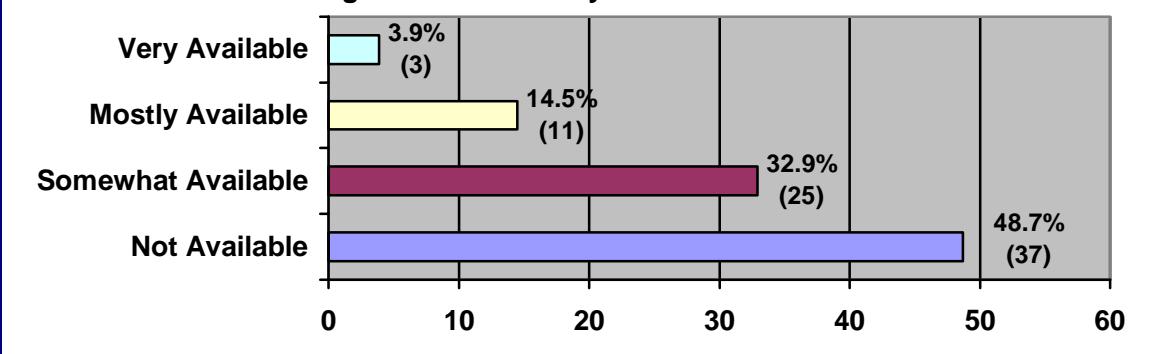
Figure 20. Availability of Health Care Services

Category	Percent (n)
Very Available	3.9% (3)
Mostly Available	14.5% (11)
Somewhat Available	32.9% (25)
Not Available	48.7% (37)

Figure 21 reflects how respondents rated the availability of dental services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of dental services was rated as *somewhat available* (27.1%), or *not available* (52.1%) by nearly 80% of the respondents.

Figure 21. Availability of Dental Services

Rating	Percentage (Count)
Very Available	12.5% (6)
Mostly Available	8.3% (4)
Somewhat Available	27.1% (13)
Not Available	52.1% (25)
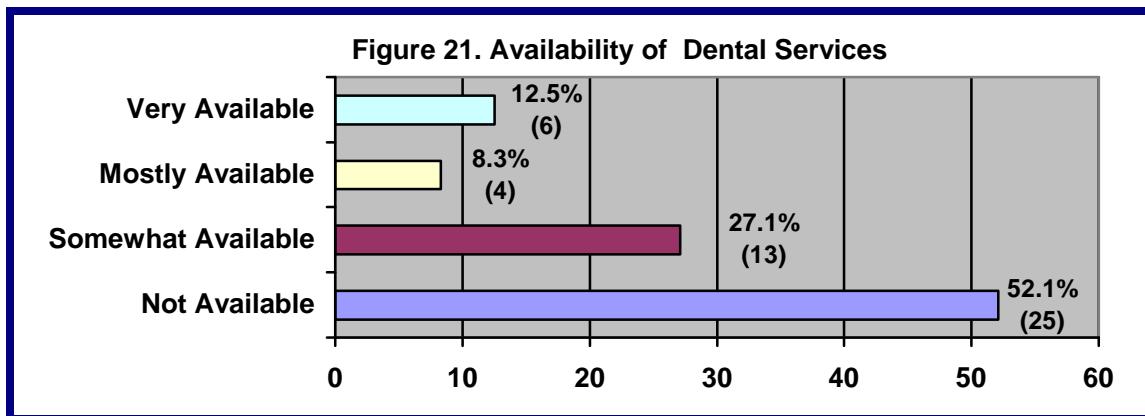
Healthcare Focus Group Discussion for Region V:

Issues relating to healthcare for individuals with disabilities were discussed in the focus groups conducted throughout the Region V service area. Focus group participants related the challenges and problems they had experienced trying to obtain healthcare. The types of healthcare help and support available were also discussed. Focus group discussion of healthcare related issues is presented in detail below.

Healthcare Challenges and Problems:

Healthcare challenges and problems that focus group participants had experienced in the Region V service area were discussed. One common theme to emerge from the focus groups conducted in the Region V area were *public health insurance program issues that impact person with DD* (21 comments). Illustrative comments related to the top common healthcare problems are provided below. The common healthcare problems themes are presented in Figure 22.

Figure 22.
Healthcare Challenges/Problems -
Region V Joplin
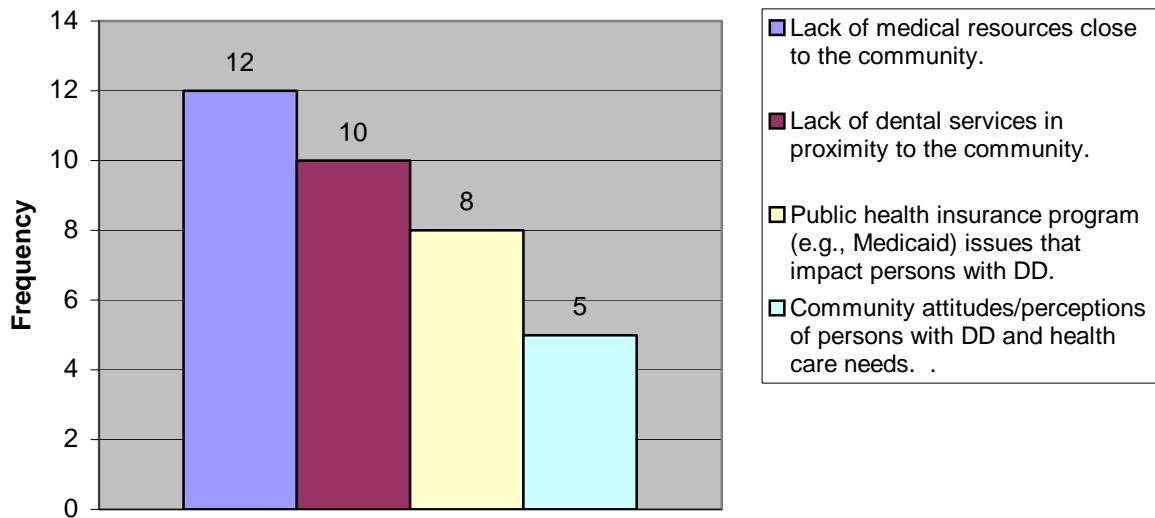
Lack of Medical Resources (12 comments):

Focus group participants discussed the impact of lack of medical resources for people with developmental disabilities. Many focus group participants expressed their frustration with having to travel to get good care. Comments people made included: *Transportation to get health care is often a problem; Usually have to travel to another city; Have to travel to city - transportation problems;* and *Specialist - have to travel.* Another problem people faced was *Finding doctor or dentist that is willing to take individuals with disabilities.* Also, *Doctors are overbooked in the community.*

Lack of Dental Services in Proximity to the Community (10 comments):

Dental services are lacking in many communities. Comments people made regarding this situation include: *No dental; No dentist to work on persons with disabilities; Hard to get dental care;* and *Finding a dentist who will take us.*

Healthcare Help and Support:

A few comments were made about help and support received for healthcare, including help received from *doctors and other medical professionals* (6 comments). Some illustrative comments are provided below. The common themes as relates to healthcare help and support are presented in Figure 23.

**Figure 23.
Health Help/Support -
Region V Joplin**
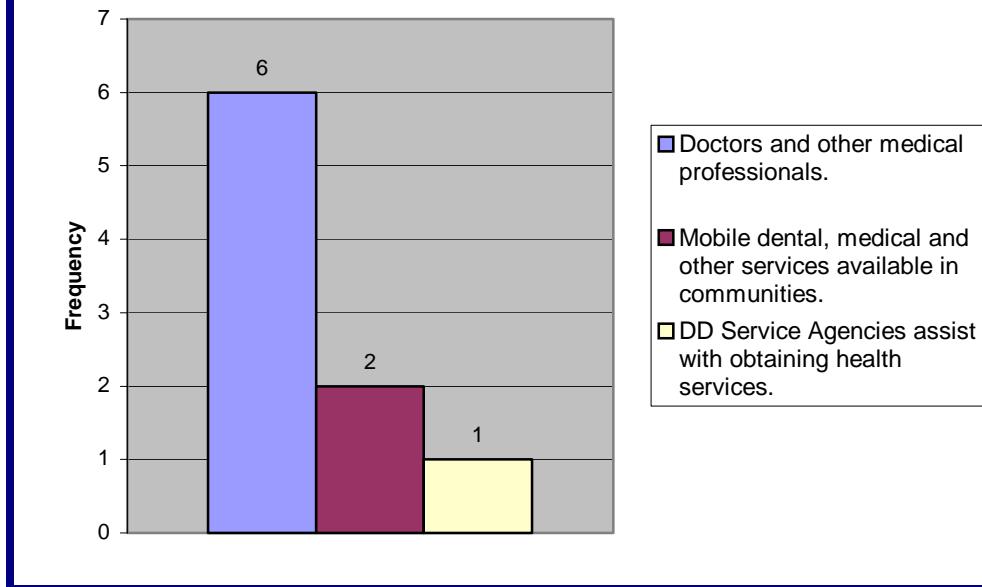
Doctors and Other Medical Professionals (6 comments):

A few focus group participants receive help and support for healthcare through doctors and other health care professionals. Comments as they relate to these types of healthcare supports included:

- *Local dentist is wonderful.*
- *Local doctor good with persons with disabilities.*
- *Good dentist in Cassvile - but doesn't take Medicaid (he doesn't charge much, though).*
- *My daughter's doctor is very good, very thorough.*
- *Springfield is best resource for dental care.*
- *Dr. Jeffrey Grills - wonderful pediatrician.*

RECREATIONAL/SOCIAL OPPORTUNITY ISSUES

The next part of the survey was related to recreational and social opportunities for people with disabilities in their community. There were three types of opportunities that were addressed: (1) regular community sponsored recreation and social activities/events; (2) accessible community sponsored recreation and social activities/events; and (3) special/ segregated recreation and social activities/events. Over half of the respondents identified *Special/segregated recreation and social activities/events* (52.5%) as being the most likely to be used while another 42.5% identified *Regular community sponsored recreation and social activities* as the type most often used. The least likely to be used was *accessible community sponsored recreation and social activity* (5.1%). (See Table 17.)

Table 17. Most and Least Likely Recreational/Social Opportunities

Item	Regular community sponsored recreation and social activities	Accessible community sponsored recreation and social activity	Special/segregated recreation and social activities/events
What types of social activities most likely to use	25 (42.4%)	3 (5.1%)	31 (52.5%)
What types of social activities least likely to use	22 (38.6%)	19 (33.3%)	16 (28.1%)

The adequacy of the types of recreational and social opportunities was rated on a four-point scale (1=Inadequate … 4=Excellent). Of those rating *regular community sponsored* opportunities, more than 70% rated the opportunities as *fair* (27.0%), or *inadequate* (44.6%). *Accessible community sponsored opportunities* was rated as *fair* (32.9%) or *inadequate* (27.1%) by 60% of those who responded to the question. Over 60% of those responding rated *special segregated* opportunities as *fair* or *inadequate. Accessible community sponsored* received the highest mean (2.20) of the three choices. (See Table 18.)

Table 18. Adequacy of Recreational/Social Opportunities

Item	Inadequate	Fair	Good	Excellent	Mean
Regular community sponsored (74)	33 (44.6%)	20 (27.0%)	14 (18.9%)	7 (9.5%)	1.93
Accessible community sponsored (70)*	23 (32.9%)	19 (27.1%)	19 (27.1%)	9 (12.9%)	2.20
Special/segregated (68)*	22 (32.4%)	20 (29.4%)	19 (27.9%)	7 (10.3%)	2.16
Scale: 1=Inadequate…4=Excellent		*Total number responding*			

Figure 24 shows how respondents rated the availability of accessible recreation opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of accessible recreation opportunities in the community was rated as *somewhat available* (42.3%) or *not available* (28.2%) by over 70% of the respondents.

Figure 24. Availability of Accessible Recreation Opportunities
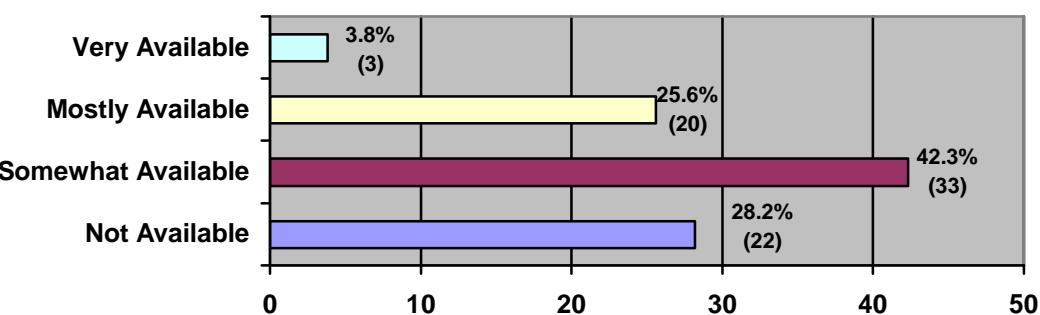
Figure 25 reflects how respondents rated the availability of social opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of social opportunities in the community was rated as *somewhat available* (36.0%), and *not available* (36.0%), by over 70% of the respondents.

Figure 25. Availability of Social Opportunities in the Community

Rating	Percentage (Count)
Very Available	12.0% (9)
Mostly Available	16.0% (12)
Somewhat Available	36.0% (27)
Not Available	36.0% (27)
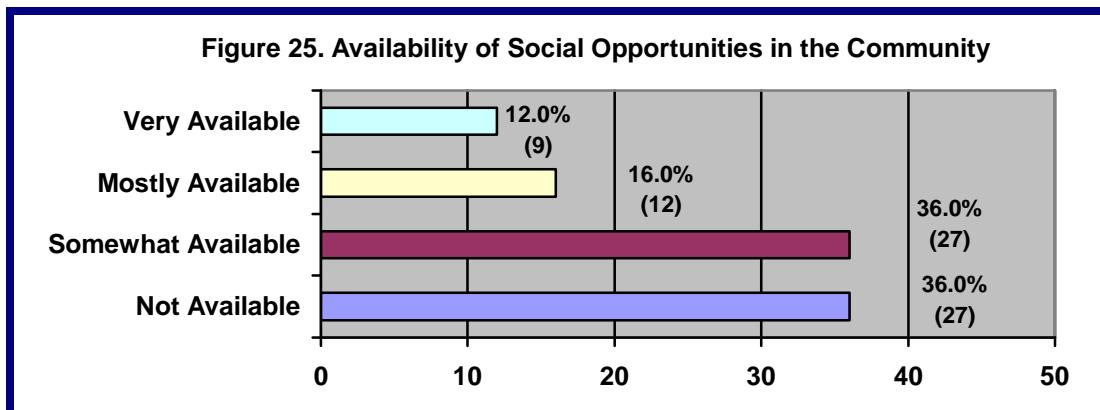
Recreation Focus Group Discussion in Region V:

Participants in focus groups conducted throughout the Region V-Joplin service area discussed the types of challenges and problems experienced in trying to participate in social and recreational opportunities. Focus group participants also discussed the types of social and recreational opportunities available to them in their respective communities. Detailed findings from the focus groups in Region V are provided in the sections below.

Recreation Challenges and Problems with Recreation:

Focus group participants discussed the challenges and problems that they have encountered in trying to find, or participate in, recreational and social activities in their communities. One common theme as discussed by focus group participants in Region V was that there were *no recreation opportunities available* (13 comments). Some related illustrative comments are provided in detail below. Figure 26 presents the common themes as discussed in focus groups in the Region V area in detail.

26

**Figure 26.
Recreation Challenges/Problems -
Region V Joplin**
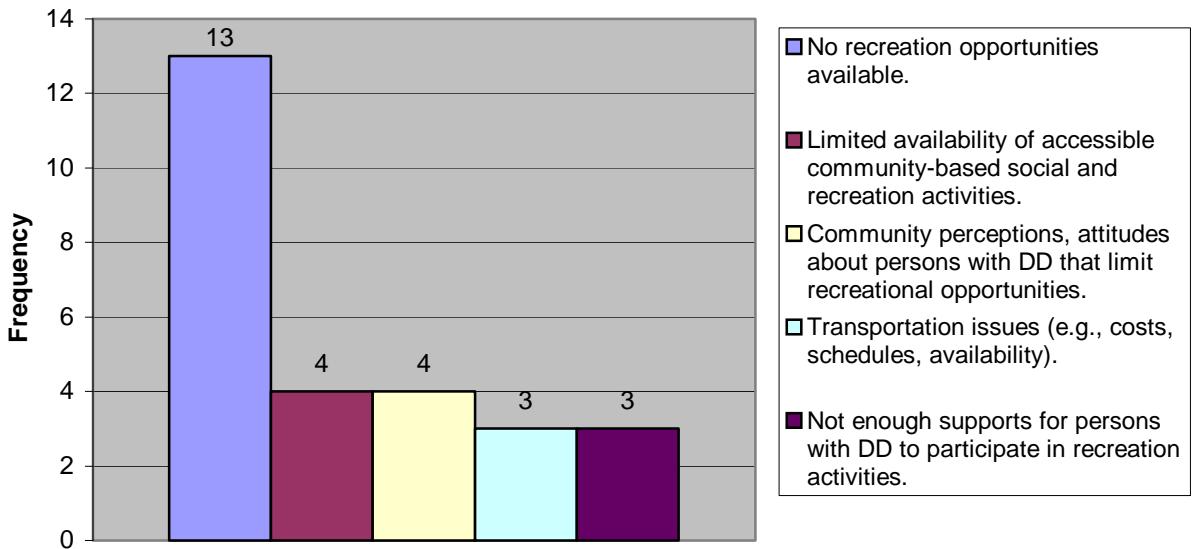
No Recreation Opportunities Available (13 comments):

Focus group participants commented that there were no recreational activities in their areas. This seems to be particularly true of rural communities. *There is not much for anyone to do in the rural community.* Another focus group participant commented that they *often have to go to Joplin for activities.* Sometimes *activities are either not available or not well advertised.*

Recreation Help and Support:

There are some opportunities for social and recreational activities in communities in the Region V–Kansas City service area. One common support is related to *communities and organizations that provide accessible recreational options and support* (14 comments). Illustrative comments related to the top common recreation help and support themes in Region V are provided in detail below. Common recreation help and support themes are presented in Figure 27.

**Figure 27.
Recreation Help/Support -
Region V Joplin**
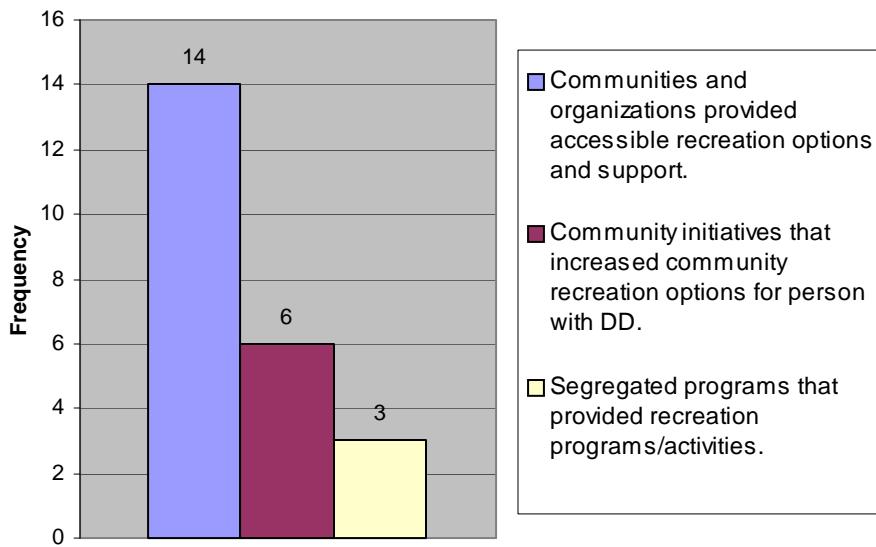
Communities and Organizations Provide Accessible Recreation Options (14 comments):

Communities and organizations in Region V provide accessible recreation options for people with disabilities. For example, *the water park in Cassville is fully accessible*. In another community *the school tries to provide opportunities and most are included in what is available.* Other comments about the types of recreation provided by communities and organizations are included below:

- *The bowling alley owner and staff are nice to us.*
- *Some folks go swimming and to the movies.*
- *Churches are very welcoming.*
- *I like to bowl and my staff takes me.*
- *There is a summer program in Lamar.*
- *SB40 and providers provide recreational opportunities.*

COMMUNITY RESOURCE/SUPPORT ISSUES

The next section of the survey looked at types of generic community resources/supports people with disabilities are likely to access in their community. The types of community services examined included: (1) civic organizations; (2) faith-based organizations; (3) social service organizations; and (4) family and friends. The type of community resource/support that was *most likely* to be used was *family and friends* (41.5%). The type of community resource/support least likely to be used was *civic organizations* and *social service organizations*. (See Table 19.)

Table 19. Most and Least Likely Community Resource/Support Choice

Item	Civic organizations	Faith-based organizations	Social service organizations	Family and friends
What type of community resources are people most likely to use?	9 (17.0%)	13 (24.5%)	9 (17.0%)	22 (41.5%)
What type of community resources are people least likely to use?	24 (46.2%)	7 (13.5%)	16 (30.8%)	5 (9.6%)

The adequacy of the types of generic community resources/supports was evaluated on a four-point scale (1=Inadequate …4=Excellent). Nearly 60% of the respondents rated *family and friends* as *good* (27.8%) or *excellent* (31.9%). *Family and friends* had a mean of 2.85. Faith-based resources were seen as *good* (40.0%) or *excellent* (21.4%) by over 60% of the respondents. Civic organizations were rated as *inadequate* by 41.0% of the respondents. (See Table 20.)

Table 20. Adequacy of Community Resources/Supports

Item	Inadequate	Fair	Good	Excellent	Mean
Civic organizations (61)*	25 (41.0%)	24 (39.3%)	10 (16.4%)	2 (3.3%)	1.82
Faith-based (70)*	8 (11.4%)	19 (27.1%)	28 (40.0%)	15 (21.4%)	2.71
Social organization (68)*	16 (23.5%)	19 (27.9%)	22 (32.4%)	11 (16.2%)	2.41
Family and friends (72)*	5 (6.9%)	24 (33.3%)	20 (27.8%)	23 (31.9%)	2.85
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 28 indicates how respondents rated how supportive their community is towards people with disabilities. The rating was on a four-point scale (1=Not Supportive…4= Very Supportive). Overall, approximately 73% of the respondents reported the support they receive from their community as *mostly* (28.6%) or *somewhat supportive* (44.2%).

Figure 28. Community Support

- Very Supportive: 6.5% (5)
- Mostly Supportive: 28.6% (22)
- Somewhat Support: 44.2% (34)
- Not Supportive: 20.8% (16)
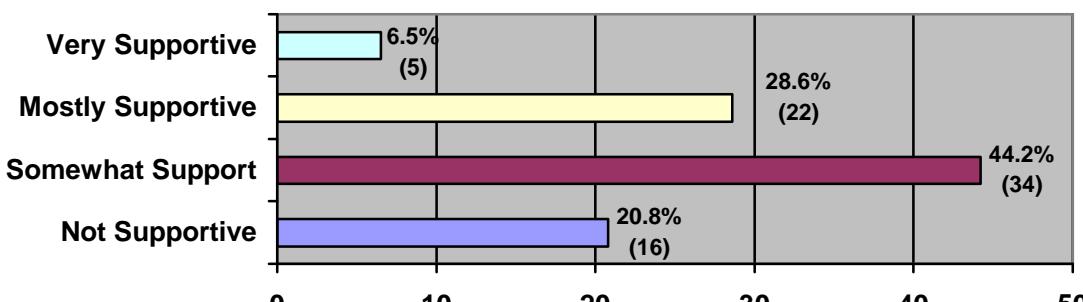
Community Supports Focus Group Discussion in Region V:

The types of community supports that individuals with disabilities and their families receive and the general attitude of the community were discussed as part of the focus group conducted in the Region V service area. Findings from these focus groups are provided in detail in the section below.

Community Supports Received:

The types of community supports that individuals with disabilities and their families receive were discussed. One common community support is from *faith-based organizations* (5 comments). Illustrative comments are provided in detail below. Common themes as related to community support in Region V are presented in Figure 29.
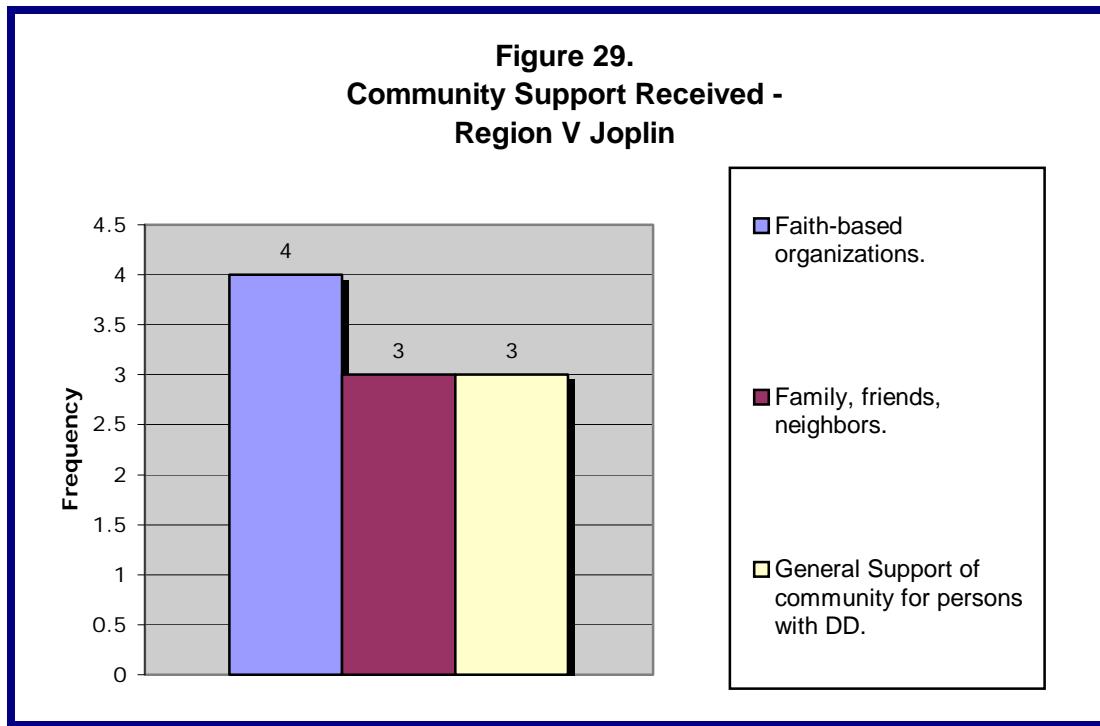
Figure 29.
Community Support Received -
Region V Joplin

Faith-based Organizations (4 comments):

There were a few comments about the role faith-based organizations play in providing community support to individuals with disabilities. These comments included:
- *Friends from church provide transportation.*
- *My church welcomes everyone.*
- *Our church has done a good job with our daughter. They even provide respite for us.*
- *My Pentocostal Church helps me a lot. I sing and they enjoy me. They teach me how to play the organ and drums.*

Community Attitudes:

General community attitudes about people with disabilities were discussed as a part of the focus groups conducted in Region V. A majority of the focus group respondents stated that there was *good acceptance and support, good attitude from the community* (13 comments). Illustrative comments are provided below. Common themes as relates to community attitudes in Region V are presented in Figure 30.

Figure 30.
Community Support Attitude -
Region V Joplin
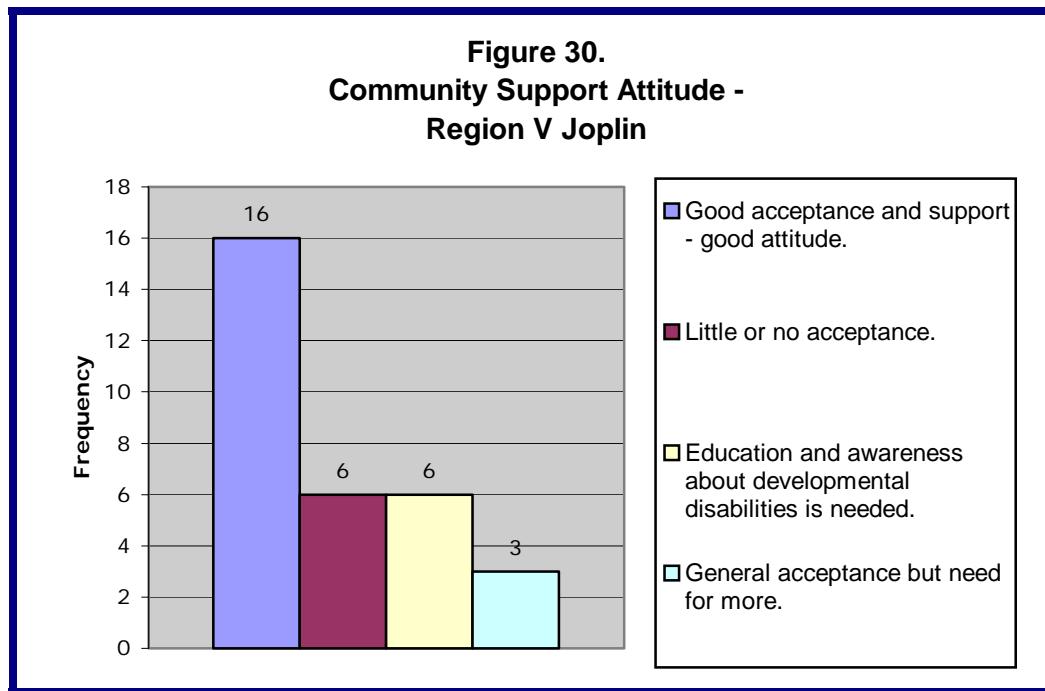
Good Acceptance and Support (16 comments):

Focus group participants felt that there was good acceptance and support from the community. One stated that *People with disabilities receive as much support as everyone else in the community.* Another commented that their *community sticks together, looks out for those who need a little extra care.* One parent shared this story: *My co-workers have taken it upon themselves to educate others about acceptance because of their relationship with my child. They have taught their children to watch out for him.* Additional comments made were: *Amazing generosity in community; Small community - people know each other and are more accepting; Most everyone is accepting - Grown up together, not isolated;* and *Community members in Golden/rural area very accepting.*

SAFETY AND QUALITY ASSURANCE ISSUES

Survey respondents were asked if they were aware of any incidents that affect the health, safety and quality of life of people with disabilities in their community. Incident items included: 1) physical abuse/neglect; 2) sexual abuse; 3) financial abuse; 4) violation of human or legal rights. Respondents were asked to check the incident item if they were aware of any person with a disability in their community who had experienced that type of incident. Table 21 lists the findings.

Of the 86 people surveyed, 7.0% were aware of some physical abuse/neglect in their community; 11.6% were aware of sexual abuse; 16.3% were aware of some type of financial abuse; and 17.4% were aware of a human or legal rights violation.

Table 21. Awareness of Safety Concerns

Item	
Physical Abuse/Neglect	6 (7.0%)
Sexual Abuse	10 (11.6%)
Financial Abuse	14 (16.3%)
Violations of human or legal rights	15 (17.4%)
(Checked numbers per 48 total respondents)	

As a follow up question, respondents who had checked one of the incident items were also asked to share their perception about how that particular type of incident had been handled. As can be seen in Table 22, more people responded to the follow up question than had responded to the original question. For some reason, a number of survey respondents did not understand it to be a follow up question and answered it anyway.

Even though this discrepancy exits, and readers are advised to take it into account, Table 22 is included because it still provides an indication of survey respondent's perceptions on how well the above types of incident items are handled. Additionally, because the handling of these types of incidents requires a degree of discretion, it is also important to recognize that respondents perceptions of how these incidents are handled may not necessarily reflect what actually occurred to address them.

Table 22: How Safety Concerns Were Handled

Item	Not at all	Not well	Well	Very well	Mean
Physical Abuse Neglect (31)*	7 (22.6%)	14 (45.2%)	7 (22.6%)	3 (9.7%)	2.19
Sexual Abuse (29)*	4 (13.8%)	6 (20.7%)	13 (44.8%)	6 (20.7%)	2.72
Financial Abuse (37)*	6 (16.2%)	16 (43.2%)	11 (29.7%)	4 (10.8%)	2.35
Violations of human rights (35)*	9 (25.7%)	11 (31.4%)	8 (22.9%)	7 (20.0%)	2.37
*Scale: 1=Not At All...4=Very Well *Total number responding*					

Survey respondents were asked to rate how safe people with disabilities were in their community. Figure 31 reflects their responses. The rating was on a four-point scale (1=Not Safe At All…4= Very Safe). Over 80% of the respondents saw people with disabilities as being *mostly safe* (50.0%) or *somewhat safe* (31.9%) in their community.

Figure 31. Safety Perceptions

Category	Percentage (Count)
Very Safe	11.1% (8)
Mostly Safe	50.0% (36)
Somewhat Safe	31.9% (23)
Not Safe At All	6.9% (5)
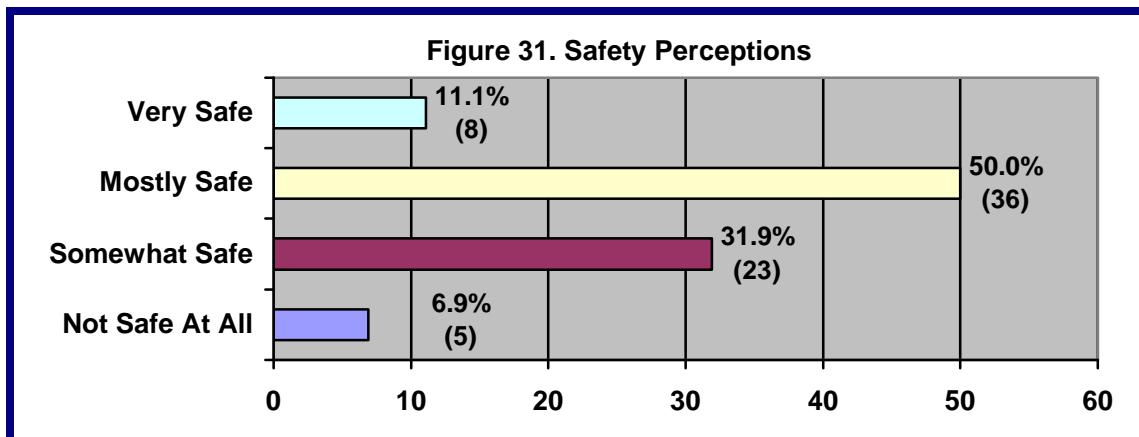
Quality Assurance Focus Group Discussion in Region V:

Quality Assurance and related issues were discussed in the focus groups conducted in the Region V service area. Focus group participants discussed 1) how people with developmental disabilities are included in the community, 2) how people with developmental disabilities are excluded from the community, and 3) how families and people with disabilities are included in planning their futures. Discussions on quality assurance issues from the focus groups conducted in Region V are in detail in the section below.

How People with Developmental Disabilities are Included in Community:

People with disabilities are included in their communities in a variety of different ways. One commonly discussed theme from focus groups conducted in the Region V service area was simply that *people with developmental disabilities are accepted in their communities* (6 comments). Illustrative comments related to inclusion in the community are provided in detail below. The common themes regarding inclusion in the community from Region V are presented in detail in Figure 32.

Figure 32.
Quality Assurance Included - Region V Joplin

Legend:
- People with DD are accepted in their communities.
- Through the support and involvement of community organizations and businesses.
- Families and friends advocate for persons with DD to be included in their communities.

Values: 6, 4, 3
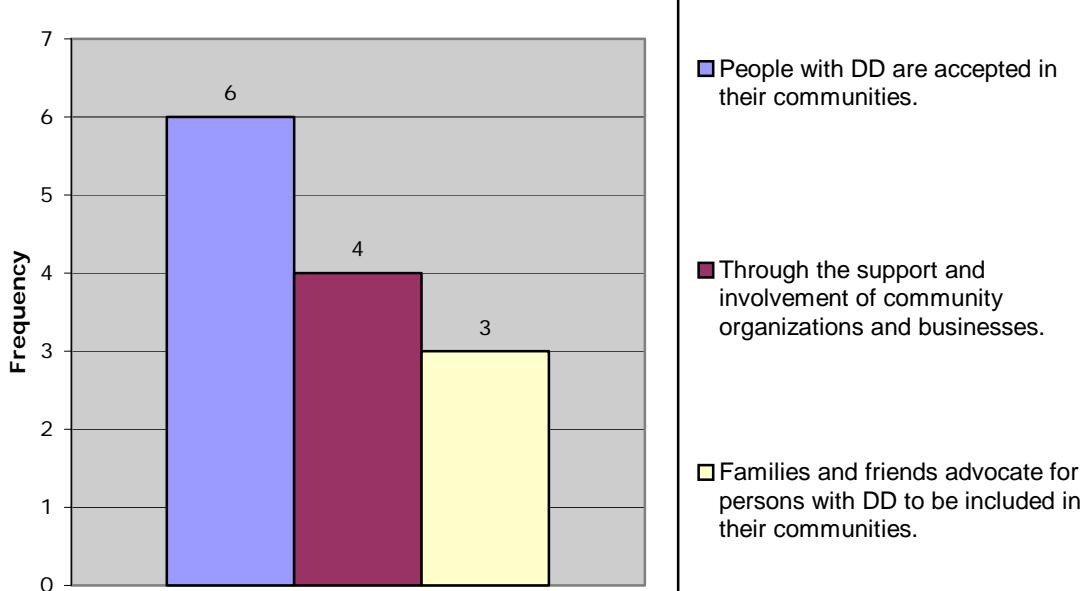
People with Developmental Disabilities are Accepted (6 comments):

Participants in the focus groups conducted in the Region V-Joplin service area discussed the ways that people individuals are accepted in their communities. One focus group participant commented that in *small towns, everyone knows everyone and most are accepted.* Others echoed this statement *there are lots of good feelings in Cassville.*

How People With Disabilities Are Excluded From the Community:

Focus groups conducted in the Region V service area also asked participants to discuss the ways the people with developmental disabilities are excluded from their communities. One common theme discussed by focus group participants was the fact that there are *few or no opportunities for community activities for persons with DD* (5 comments). Illustrative comments related to the top themes in exclusion from community life are included below. The top themes of exclusion are presented in Figure 33.

34

**Figure 33.
Quality Assurance Excluded
Region V Joplin**
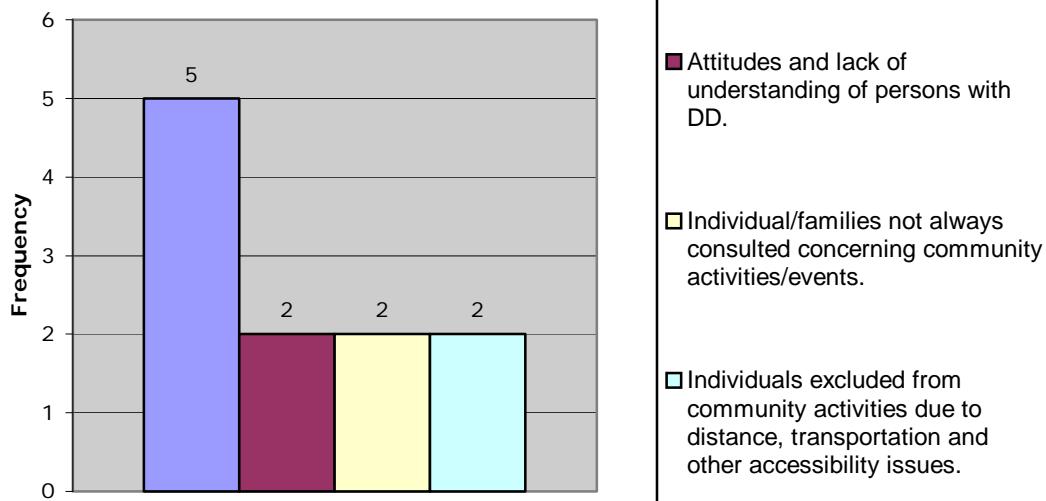
Few or No Opportunities for Community Activities for Persons with DD (5 comments):

Some of the focus group participants in Region V. stated that there were *not that many opportunities available* for community inclusion. Another stated that *there is very little inclusion with the public* in their community. *The community does not always include person with disabilities in on planning* according to one focus group participant.

Inclusion in the Planning Process:

Focus group participants discussed the ways that people with disabilities and their families are included in the planning processes that affect their lives. Two focus groups participants discussed the importance of *persons and families advocating to be more included in planning efforts that affect their lives* (67 %). One commented that *communities don't think to include us in planning unless we speak out.* Themes from the Region V focus groups regarding inclusion in the planning process are included in Figure 34.

Figure 34.
Quality Assurance Planning -
Region V Joplin
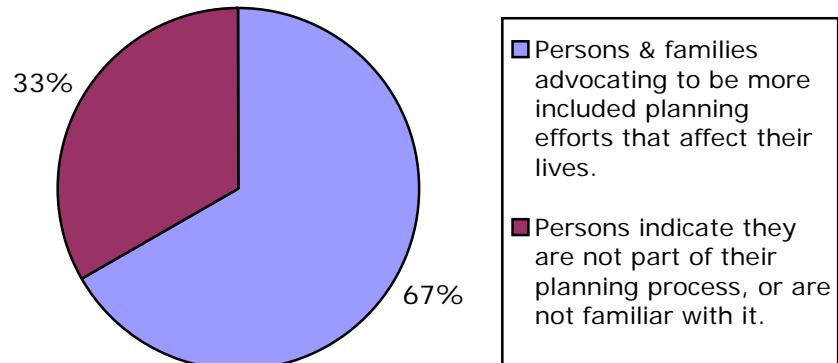
33%

67%

- ■ Persons & families advocating to be more included planning efforts that affect their lives.

- ■ Persons indicate they are not part of their planning process, or are not familiar with it.

SATISFACTION WITH SERVICES

Survey respondents were asked how they would rate MRDD service coordination/case management services. Figure 35 shows how respondents rated this service. The rating was on a four-point scale (1=Inadequate…4= Excellent). Service coordination was seen as *good* (41.2%) or *excellent* (20.8%) by over 60% of the respondents.
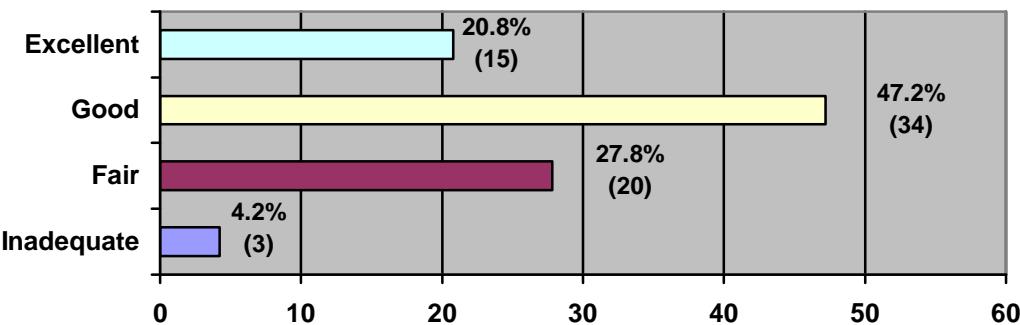
Figure 35. Quality of MRDD Service Coordination

Excellent	20.8% (15)
Good	47.2% (34)
Fair	27.8% (20)
Inadequate	4.2% (3)

0   10   20   30   40   50   60

Respondents were also asked to rate the quality of services/supports that they, or others had received from providers in their community. Figure 36 shows how respondents rated the quality of provider services/supports. The rating was on a four-point scale (1=Inadequate…4= Excellent). The quality of provider services/supports was rated as *good* (35.9%) or *excellent* (33.3%), by 69.2% of the respondents.

Figure 36. Quality of Provider Services/Supports

Rating	Value
Excellent	33.3% (26)
Good	35.9% (28)
Fair	17.9% (14)
Inadequate	12.8% (10)
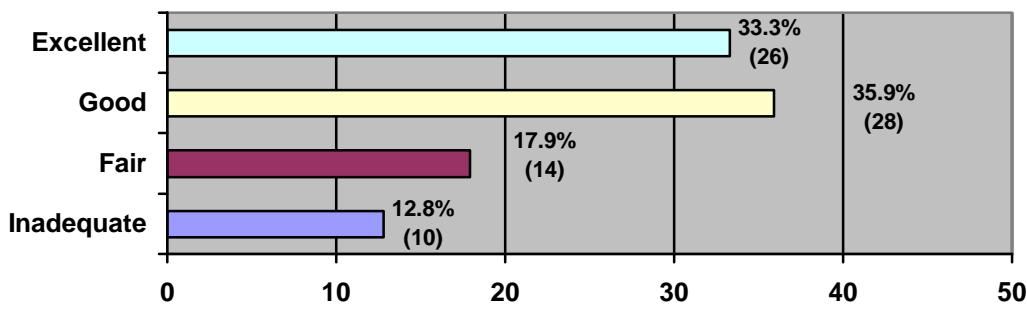
Last Chance Focus Group Discussion From Region V:

Focus group participants were asked *if you could change one thing in your community that would make it better for people with disabilities, what would it be?* The responses to this question are provided in detail in the section below.

Last Chance:

Focus group participants made a few comments about the need to *enhance services for persons with DD* (16 comments). Illustrative comments as related to the top themes are provided below. The common themes about changes from Region V are presented in Figure 37.

Figure 37. Last Chance - Region V Joplin

Theme	Frequency
More community social,/ recreational options for persons with DD.	11
Increase community understanding of DD to help address attitudes and perceptions.	7
Need more accessible, affordable transportation options that meet individual needs.	6
Enhancements in services for persons with DD; support expansion of resources that fund and/or provide services.	6
More Information resources for parents/families.	4

Enhancements in Services for Persons with DD (16 comments):

Persons with developmental disabilities and their families made comments about the need for enhancements in services for persons with developmental disabilities. One participant in the focus group commented that thought *respite was huge*. Another commented that they would like to *have more support to keep our family members in our home. PCA training, etc. is just lip service. We want to put our child in our home. No funding is made available for us. Our kids deserve to stay in our home. Keep people in their natural home and provide recreational activities for them.* Another service that should be enhanced is Medicaid. It should *pay for what people need, not just what is on the list with Medicaid or Medicare.*

Increase Community Understanding of Developmental Disabilities (7 comments):

A few comments in focus groups conducted in the Region V area were related to the need to increase community understanding of people with disabilities. One focus group participant commented that *an integrated support system of people with disabilities and people without disabilities to help support each other with everything in life* was a good way to increase understanding. Another commented that they would *just change people's* attitudes if given a chance.

Need More Accessible Affordable Transportation (7 comments):

Transportation is a huge need for many people with disabilities. *We need more transportation for this county.* One problem is that *transportation is extremely expensive.* Another focus group participant added that *transportation is a huge need, because if you do not have it, you do not get to come out.*

The MISSOURI PLANNING COUNCIL
For DEVELOPMENTAL DISABILITIES
Region VI: Springfield Council on DD - Needs Assessment

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Report Prepared For:
The Missouri Planning Council for Developmental Disabilities

January 2006

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PREFACE

The Missouri Planning Council for Developmental Disabilities is a federally-funded, 23-member consumer-driven council appointed by the Governor. Public Law 106-402 mandates the Council to plan, advocate for, and give advice as to programs and services for persons with developmental disabilities to increase their opportunities for independence, productivity, and integration in to communities. The Council's mission is to support communities to include all persons with developmental disabilities in every aspect of life.

The Missouri Planning Council provides partial funding for Regional Advisory Councils across the state. Regional Councils provide grassroots planning and advocacy for improving supports and services for persons with developmental disabilities. This includes serving as an advisory body for the Missouri Department Mental Health, and Division of Mental Retardation and Developmental Disabilities' eleven Regional Centers across the State of Missouri.

In partnership with the Regional Councils, the Missouri Planning Council administered a written survey questionnaire and conducted a series of focus groups throughout the State to facilitate a better understanding of strengths, as well as barriers that self-advocates and families face, in accessing programs, services, and other supports necessary to achieve independence, productivity, and integration in to community life. What is learned from the focus groups and the survey results will assist in the Missouri Planning Council and Regional Councils in their long-range planning and advocacy efforts.

The Missouri Planning Council also wishes to express its gratitude for the assistance of other entities and organizations, committed to serving Missourians with developmental disabilities, in the needs assessment process.

INTRODUCTION

Table 1: Counties

County	# of Returns
Christian	5
Greene	12
Laclede	10
Polk	7
Taney	2
Webster	9
Wright	1
Stone	3
Hickory	2

In each of the eleven MRDD Regions in Missouri people with disabilities and their families answered written surveys about different aspects of their life. This included employment, housing, recreation, and education to name a few. These surveys were conducted in all of the counties in Missouri. Table 1 lists the counties in the Springfield Region and the number of returns that were received from each county. Table 2 represents the MRDD Regions.

Table 2: Regions

Table 2: Regions
Region I: Albany - Council on DD
Region II: Kirksville - Planning and Coordinating Council for DD
Region III: Hannibal - DDA Council of Missouri
Region IV: Kansas City - Metropolitan Council on DD
Region V: Joplin - Council on DD
Region VI: Springfield - Council on DD
Region VII: Rolla - Council on DD
Region VIII: Poplar Bluff - Disability Council of the Ozarks
Region IX: Sikeston: Regional Council on DD
Region X: Central Missouri - Council on DD
Region XI: St. Louis - Gateway Regional Advisory Council

Written Survey Respondents:

The majority of the respondents in the Springfield Region were family members (70.0%). There were 15 responses from persons with a disability (30.0%). Of the 51 that participated in the survey, 1 did not respond to the question *I am a: family member or persons with disability.* Figure 1 presents these findings.

The majority of the respondents received services from the Division of Mental Retardation/Developmental Disabilities (67.4%). Slightly more than 30% did not receive these services. Of the 51 participants that returned the survey, 5 did not indicated whether they *received or didn't receive* services from MR/DD. (See Figure 2.)

Figure 1: Written Survey Respondents

70.0% (35) Family Member
30.0% (15) Person with a disability

Missing = 1

Figure 2: Respondents Receiving Services

Don't receive services: 32.6% (15)
Received Services: 67.4% (31)
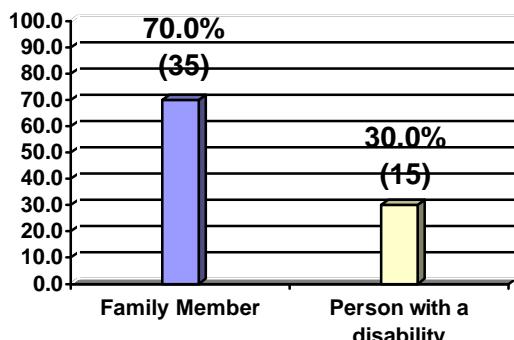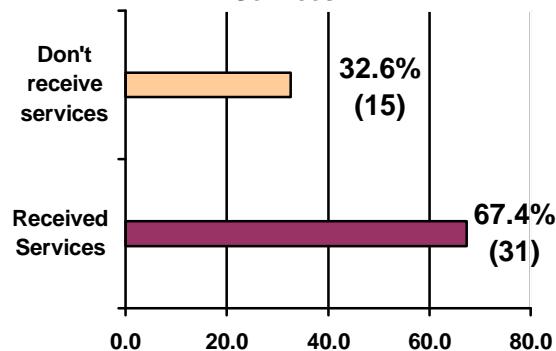
Missing = 5

Focus Group Respondents:

In addition to the written surveys, 13 focus groups were held in the Region VI area. There were 111individuals who participated in the focus groups, 39.6% (44) were individuals with a developmental disability, and the other 60.4% (67) were family members. Over two thirds (74%) of the focus group participants received services. The following summarizes the results of both the written surveys and the focus groups.

EMPLOYMENT ISSUES

Survey respondents were asked to rank where adults with disabilities work/live in the community. The options were (1) non-employment situations; (2) sheltered employment; (3) community employment with paid supports; and (4) regular job in the community. (See Table 3.)

Table 3. Most and Least Likely Place to Work

Item	Non-Employment Situation	Sheltered Employment	Community Employment with Paid Supports	Regular Job in the Community
Where do adults with disabilities work/spend their day in your community	16 (57.1%)	7 (25.0%)	3 (10.7%)	2 (7.1%)
Where do adults spend the Least amount of time	3 (11.5%)	3 (11.5%)	4 (15.4%)	16 (61.5%)

The respondents were also asked whether the different types of employment opportunities were (1) inadequate; (2) fair; (3) good; or (4) excellent. Table 4 presents the findings. Of the four employment options, *sheltered employment services* were rated as most adequate (mean of 2.24) and *regular jobs in the community* were rated as least adequate (mean of 1.54).

Table 4. Adequacy of Employment Settings

Item	Inadequate	Fair	Good	Excellent	Mean
Regular job in the community (26)	17 (65.4%)	4 (15.4%)	5 (19.2%)	0 (-)	1.54
Community Employment with paid support (29)*	10 (34.5%)	12 (41.4%)	6 (20.7%)	1 (3.4%)	1.93
Sheltered Employment (37)*	9 (24.3%)	14 (37.8%)	10 (27.0%)	4 (10.8%)	2.24
Non-employment situation (23)*	12 (52.2%)	4 (17.4%)	5 (21.7%)	2 (8.7%)	1.87
*Scale: 1=Inadequate....4=Excellent *Total number responding*					

Figure 3 reflects respondents rating of the opportunities for regular or supportive employment for people with disabilities in their community. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for employment in the community was seen as *fair* to *inadequate* by over 80% of those who responded to the question.

Figure 3. Regular or Supported Employment Opportunities

Excellent	0
Good	19.5% (8)
Fair	29.3% (12)
Inadequate	51.2% (21)

(Axis: 0, 10, 20, 30, 40, 50, 60)
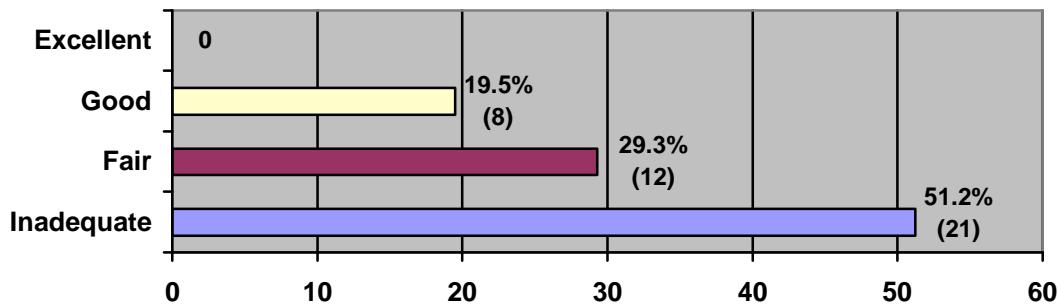
Employment Focus Group Discussion In Region VI:

Focus group participants from the Region VI-Springfield service area were asked to discuss the issues they have with employment, including: 1.) the problems and challenges they have experienced in getting employment, and 2.) the help and support they need to gain employment. Issues concerning employment are below in detail.

Employment Problems and Challenges:

The focus group participants from the Region VI service area discussed the problems they have experienced related to employment. The most common employment problem in the Region VI service area was the fact that there are *few or no job opportunities* (15 comments). Illustrative comments related to employment challenges are provided in detail in the section below. Top themes related to employment are provided in detail in Figure 4.

**Figure 4.
Employment Challenges/Problems - Region VI Springfield**

Frequency:
- Few or no job opportunities: 15
- Employer perceptions, attitudes, and lack of understanding: 11
- Lack of community awareness, understanding, and support: 6

(Axis: 0, 2, 4, 6, 8, 10, 12, 14, 16)

4
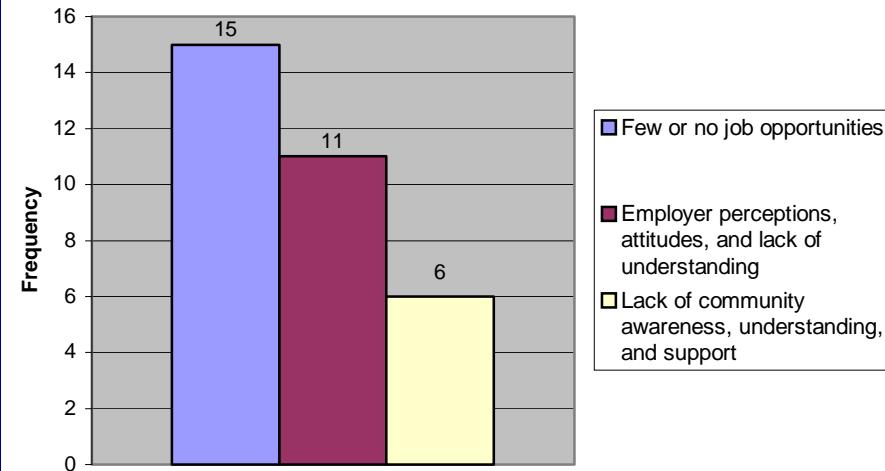
Few or No Job Opportunities (15 comments):

The focus group participants in the Region VI service area discussed the lack of employment opportunities in their area. One participant commented that *job availability is a problem, especially for those with disabilities*. They also seemed to feel that *there is a lack of knowledge about people with disabilities* and their employability. Other comments as they related to few or no job opportunities are included in the section below.

Sheltered Workshops Opportunities: Some focus group participant commented that *the only place for people with disabilities to work is the workshop*. Others must drive out of the area to utilize the workshop opportunities. *Our facility, we take our people to a sheltered workshop in Bolivar, because there is not one here*. Another stated *I think there is enough need here in Dallas County, that a workshop would be beneficial.*

Employer Perceptions and Attitudes (11 comments):

A few made comments about the challenges posed by employer perceptions and attitudes about individuals with disabilities. One focus group participant stated *there is a lack of knowledge of people with disabilities. If you don't have knowledge you can't give them jobs.* This lack of knowledge is problematic because *they* [employers] *don't want to take the time to show you how to do it* [the job]. *That is the problem with our corporate world.* Another focus group participant commented on the lack of employer knowledge about risk, *employers didn't want to be responsible for insurance before ADA was available.*

Employment Help and Supports:

Focus group participants in the Region VI-Springfield service area also discussed the types of help and support they have received for employment. One of the most common types was *regular jobs received through typical supports* (8 comments). Some illustrative comments are included in detail in the section below. The related themes are provided in detail in Figure 5.

**Figure 5.
Employment Help/Support - Region VI
Springfield**

13%

35%

22%

30%

☐ Regular jobs obtained through typical supports.

■ Persons receiving job planning assistance through state agencies.

☐ Employment supports through public/private county and local organizations and providers.

☐ Sheltered workshop employment.

One focus group participant discussed their personal experience obtaining a job through typical supports. *I didn't hold down a job until I was out of college. A lot of jobs that college students have, I can't do because of my disability. I am a mental health professional. I can do that job from my chair.* Another commented that some *convenience stores* and *insurance companies* will hire individuals with disabilities.

RESIDENTIAL SETTING ISSUES

The next section examined was residential settings. The respondents were asked to identify where people with disabilities in their community were most likely to live: (1) a place of their own; (2) at home with family and friends; (3) group home; or (4) large segregated facilities. The majority (69.2%) noted that most were likely to live at home with family or friends. People with disabilities were least likely (3.8%) to live in large segregated facilities. Only (7.7%) noted that people with disabilities live in a place of their own. (See Table 5.)

Table 5. Most and Least Likely Place to Live

Item	Place of their own	At home with family/friends	Group home	Large segregated facilities
Where most likely to live	2 (7.7%)	18 (69.2%)	5 (19.2%)	1 (3.8%)
Where least likely to live	11 (44.0%)	1 (4.0%)	4 (16.0%)	9 (36.0%)

The availability of residential settings was assessed on a four-point scale: (1=Not Available…4=Very Available). Of those who rated the availability of a *place of their own* (38), 21.1% responded as *not available*, while 52.6% indicated that they were *somewhat available*. The most available residential setting was *at home with family/friends* (mean 3.02), with *group homes* being the next most available (mean 2.52). Few respondents indicated *large segregated facility* as being available. (See Table 6.)

Table 6. Availability of Housing/Living Settings

Item	Not available	Somewhat available	Most available	Very available	Mean
Place of their own (38)*	8 (21.1%)	20 (52.6%)	6 (15.8%)	4 (10.5%)	2.16
At home with family/friends (43)*	1 (2.3%)	10 (23.3%)	19 (44.2%)	13 (30.2%)	3.02
Group home (33)*	5 (15.2%)	12 (36.4%)	10 (30.3%)	6 (18.2%)	2.52
Large segregated facilities (25)*	12 (48.0%)	8 (32.0%)	3 (12.0%)	2 (8.0%)	1.80
*Mean: 1=Not available…4=Very available *Total number responding*					

Figure 6 shows how respondents rated the opportunities for community-based housing/living options. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based housing/living was rated as

Figure 6. Community-Based Housing/Living Opportunities

Excellent: 2.4% (1)
Good: 16.7% (7)
Fair: 40.5% (17)
Inadequate: 40.5 (17)

fair (40.5%), or *inadequate* (40.5%) by over 80% of the respondents.
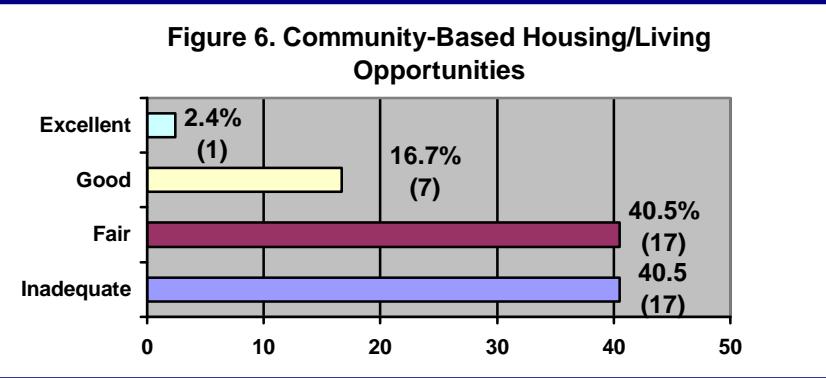
Housing Focus Group Discussion In Region VI:

The focus groups in the Region VI-Springfield service area discussed issues related to housing such as 1.) Problems and challenges experienced in finding a place to live; and 2.) Helps and supports received for housing. Housing related issues discussed in the focus groups in Region VI are presented below.

Housing Problems and Challenges:

Many of the focus group participants had experienced problems and challenges trying to obtain housing. The most common theme for Region VI is the *lack of accessible affordable housing* (23 comments). Illustrative comments as they relate to the lack of accessible affordable housing are included below. Common housing problems and themes from Region VI focus groups are presented if Figure 7.

Figure 7.
Housing Problems/Challenges - Region VI Springfield

Frequency values: 23, 7, 7, 5, 4

Legend:
- Lack of accessible, affordable, safe housing in the community.
- Impact of community & housing industry perceptions about persons with DD on availability of housing.
- Issues with group home living.
- Not enough advocacy for housing for persons with DD.
- Long waiting lists for HUD housing and other community programs.

7
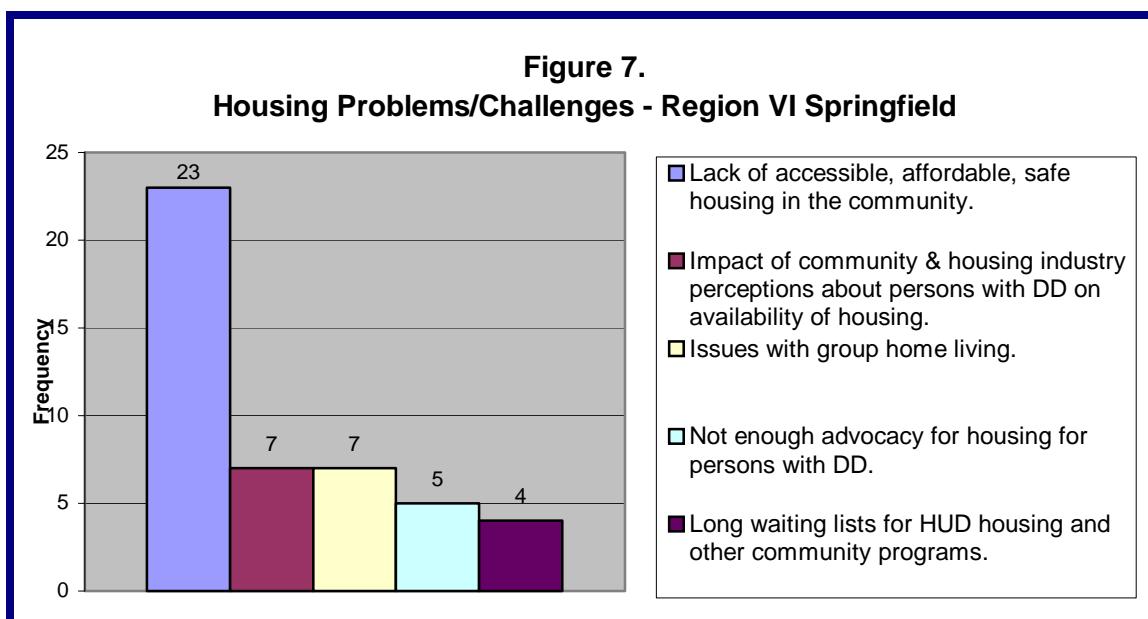
Lack of Accessible Affordable Housing (23 comments):

There is a lack of housing that is affordable or accessible in the Region VI-Springfield service area. One focus group participant discussed the consequences of the lack of housing. *The state needs to understand that if people with disabilities don't have adequate housing, then folks will end up in nursing homes.* Other comments from the focus groups in Region VI relating to the lack of affordable housing are included in detail below.

Income Related Housing Issues: A few focus group participants commented that the jobs that they are able to get do not pay well enough for them to be able to pay for adequate housing. *The biggest obstacle to housing is the income. They [people with disabilities] could have nicer places if they had the money.* Other focus group participants agreed, *affordable housing is a problem. There are a lot of jobs, but they don't pay well. The house market is very inflated.*

Housing Is Not Affordable: A lot of the housing that is available is not affordable for individuals with disabilities. One focus group participant stated *it is hard to find affordable housing. I rent from my dad and that was the only way I could find affordable housing.* Another commented that the only way *some of the folks that we support could not make it if it were not for three or four people living in the same house working together to pay the rent.*

Housing Is Not Accessible: Another problem is the lack of accessible housing. One focus group participant commented that *there not many places that are accessible. If there is a place, then there is a waiting list. Other places are only halfway accessible.* Other focus group participants agreed. *What they call handicapped accessible is not always accessible. When new facilities are built usually only one or two apartments are truly accessible.*

Available Housing Is In Poor Condition: Focus group participants commented that the housing available to them is sometimes not in live-in condition. *A lot of the homes are not livable.* One focus group participant gave an example of this *people here have holes in their floors, ceilings and roofs. It is awful.* Others agreed *we have holes, rats, leaks the landlord will not help with.*

Impact of Housing Industry Perceptions (7 Comments):

A few focus group participants made comments about the way that the housing industry views them, and its' impact on housing availability. One commented that *the community says, "not in my backyard"* and housing becomes unavailable. Others echoed this *they think we are all sexual predators.* Others added, *you can be a drug addict or an alcoholic and get help. If you have a disability, you get flushed down the toilet.*

Issues with Group Home Living (7 comments):

Focus group participants commented on the unsafe environment in group homes. One said that *you can't walk alone. You have to have a buddy*. Another added, *about a year ago, the government housing got its funding cut. They cut security. Before it got cut, there would be a few drug or violent occurrences. Now, everyday there is a drug bust or a fight breaking out.*

Housing Support and Help:

Supports and help that people have experienced for housing were also discussed in focus groups in Region VI. One support discussed *related to persons living with family* (11 comments). Illustrative comments about this are provided in detail below. The housing support themes are presented in Figure 8.

Figure 8.
Housing Help/Support - Region VI
Springfield
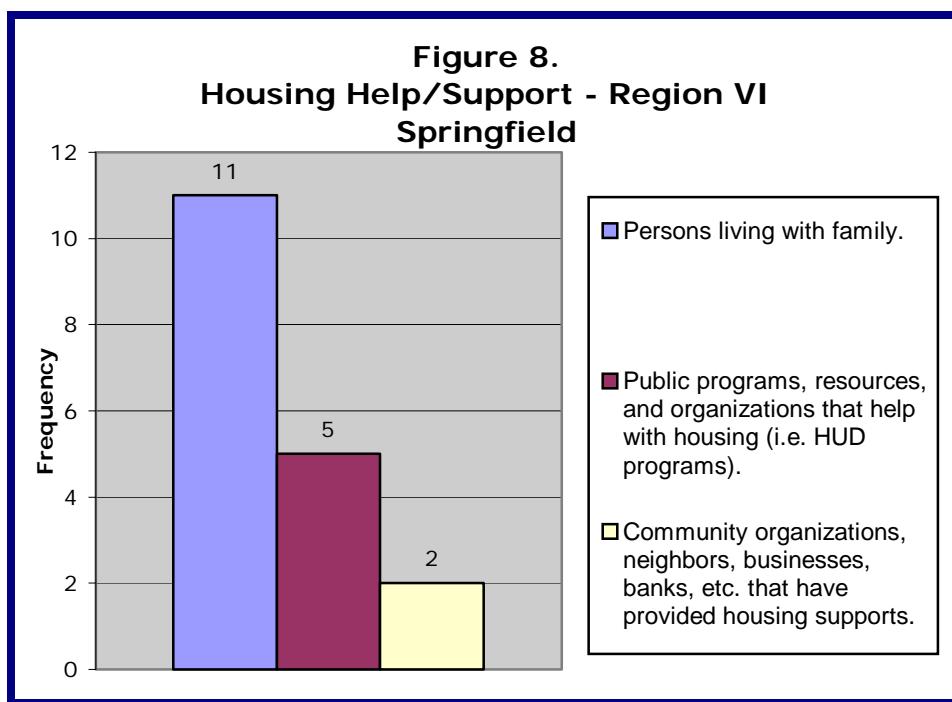
Persons Living With Family (11 comments):

Focus group participants often live with family members, one parent stated that their child *has always lived with me*. A few commented that they didn't really know about housing problems because they are supported by their families. One participant stated *I couldn't tell you, because my son lives at home. I think housing is great for those that use it*. Another added, *many with disabilities live at home, so some do not know about housing problems.*

TRANSPORTATION ISSUES

The next area that was discussed on the survey was transportation issues. Four types of transportation were examined: (1) special transportation; (2) public transportation; (3) family and friends; and (4) self-transportation. Very few noted that people with disabilities in their community were likely to use self-transportation (7.7%). Most respondents reported that the most likely use was family and friends (50.0%). (See Table 7.)

Table 7. Most and Least Likely Transportation Choice

Item	Special Transportation	Public Transportation	Family and Friends	Self-transportation
How do people get around	5 (19.2%)	6 (23.1%)	13 (50.0%)	2 (7.7%)
Least likely	4 (16.7%)	6 (25.0%)	3 (12.5%)	11 (45.8%)

The adequacy of transportation options was assessed on a four-point scale (1=Inadequate… 4=Excellent). Of those rating *special transportation*, over 35% rated it as *inadequate*. Of those who rated *public transportation*, over 75% felt it was either *inadequate* or *fair*. S*elf transportation* was rated by 36.1% as *inadequate* and 38.9% as *fair*. Table 8 presents the findings.

Table 8. Adequacy of Transportation

Item	Inadequate	Fair	Good	Excellent	Mean
Special transportation (39)*	14 (35.9%)	17 (43.6%)	7 (17.9%)	1 (2.6%)	1.87
Public transportation (41)*	18 (43.9%)	14 (34.1%)	9 (22.0%)	0 (-)	1.78
Family and friends transportation (42)*	1 (2.4%)	11 (26.2%)	19 (45.2%)	11 (26.2%)	2.95
Self transportation (36)*	13 (36.1%)	14 (38.9%)	5 (13.9%)	4 (11.1%)	2.00
1=Inadequate…4=Excellent *Total number responding					

Figure 9 shows how respondents rated community-based transportation opportunities for people with disabilities. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based transportation was rated as *fair* (37.5%) or *inadequate* (47.5%) by 85% of the respondents.
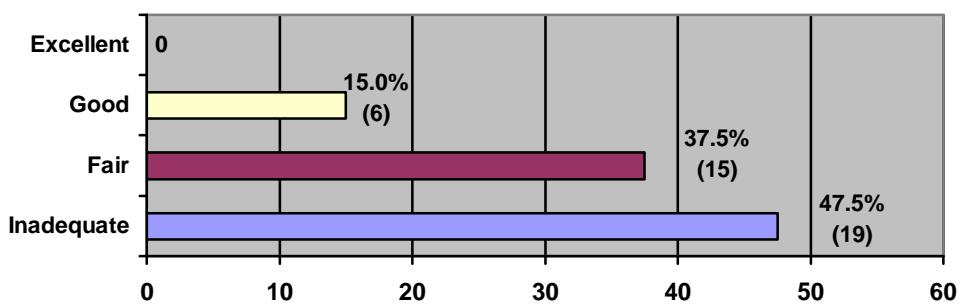
Figure 9. Community-based Transportation Opportunities

Category	Value
Excellent	0
Good	15.0% (6)
Fair	37.5% (15)
Inadequate	47.5% (19)

Transportation Focus Group Discussion in Region VI:

Focus group participants in Region VI discussed issues related to transportation including 1.) Problems and challenges, and 2.) Help and support received for transportation. Discussion of transportation issues as it relates to the focus groups conducted in Region VI, are provided in detail below.

Transportation Challenges/Problems:

Focus group participants discussed some of the challenges and problems they have experienced trying to obtain transportation. One of the most common themes among the focus groups were *availability and transportation options* (21 comments). Illustrative comments are provided in detail below. Illustrative comments related to the top themes in transportation challenges are presented in detail in Figure 10.

Figure 10.
Transportation Challenges/Problems -
Region VI Springfield

Challenge	Frequency
Availability and transportation options, especially in rural areas.	21
Cost to meet transportation needs.	5
Limited routes to fully access community, especially in rural areas.	5
Safe public transportation.	4
Limited transportation schedules.	3

Availability and Transportation Options (21 comments):

Transportation availability and options are lacking, especially as it pertains to rural settings. One participant commented *I don't know what is worse, living in a big town, or a small town. They have call a ride in Kansas City. I wish they would start a program here like that.* In some rural areas, *there are no buses and no cabs.* Other comments as they relate to transportation availability are included in detail below.

No Regular Transportation Available: For some individuals there are no transportation options available that operate on a regular basis. One focus group participant commented that *there are so many that need it on a regular basis. There is an on call bus. The bus just has so many people that need it regularly that they need a whole separate bus system. There are too many people who need it. It is only available on the spur of the moment, but they will not do ongoing.* Another commented that they *don't have a regular bus in the city* in which they live.

Family Members Must Provide Transportation: Because of the lack of transportation options, many people with disabilities rely on their families to provide this support. One focus group participant stated *my family member gets transportation three times a week, but the other two days, I have to do it.* Another parent gave the example, *when my daughter was with Web Co Custom Industries, they would not pick her up at the house. They used to come next door to my house, but funding got cut so I drove her back and forth from Fordland to Marshfield.*

Transportation Options are Too Expensive: Transportation options, if there are any, are too expensive to utilize. One individual commented that *the cab is really expensive* in their community. Another commented *if I want to go grocery shopping we have to take the bus or walk. We can't afford a car. We can barely afford to live.*

Transportation Help and Support:

Focus group participants in the Region VI-Springfield service area discussed the types of help and support they had received for transportation. A majority of comments were about receiving support from *various public transportation providers or collaborations* (15 comments). Illustrative comments are provided below. The common themes from the focus group discussion on transportation help and support are presented in Figure 11.

Figure 11.
Transportation Help/Support - Region VI Springfield
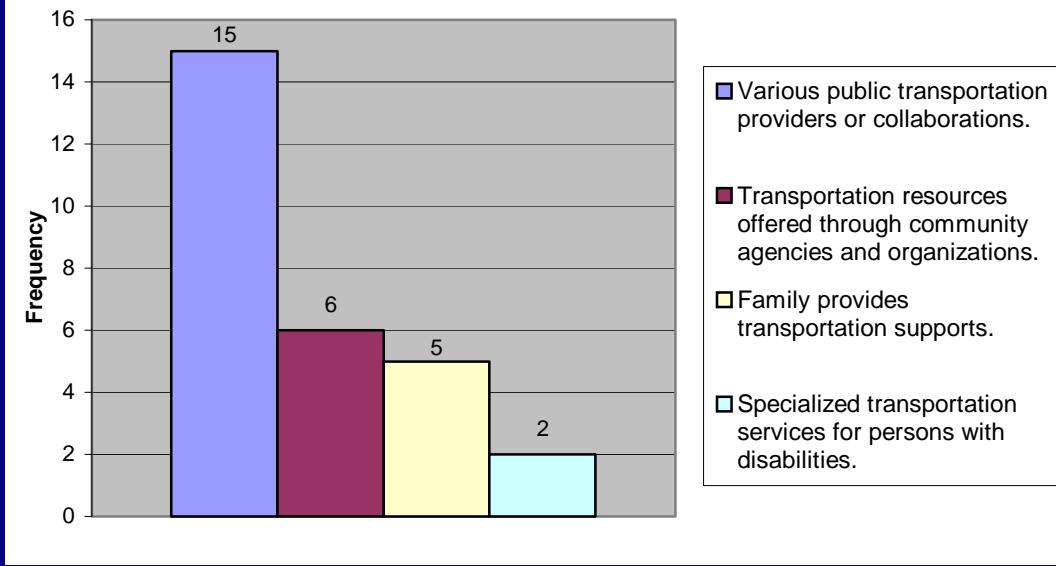
Various Transportation Providers or Collaborations (15 comments):

Focus group participants receive transportation support from a variety of different providers and collaborations. One focus group participant provided an example. *We take her to Lazy Lee's Convenience Store in Norwood, and the workshop picks her up there.* Another example provided by a focus group member was the *Trade Center bent over backwards to help him [a family member]. They brought him home, and we live 12 miles out. The woman who brought him home is just a special person.* In another community, *the Stone County Cab Company provides medical transportation. He does more than Stone County. It is contracted through Medicaid, but it is getting cut.*

Transportation Resources through Community Organizations (6 comments):

A few focus group participants commented that they utilize transportation resources that are offered through community organizations in their respective areas. One such resource is the *Council of Churches in case of an emergency.* Another example was provided by a participant. *There is a school here in town that will help you drive* places.

CHILDCARE ISSUES

Respondents were asked to identify the childcare option used most and least in their community by families who have a child with a disability. The childcare options given in the survey included: (1) regular childcare; (2) segregated or special childcare; and (3) family or friends. Most noted that *family or friends* were the *most likely* choice for childcare (76.2%). Few (9.5%) saw *regular childcare* as the *most likely choice*, and almost 50% saw *segregated or special childcare* as the *least likely choice*. (See Table 9.)

Table 9. Most and Least Likely Child Care Choice

Item	Regular childcare	Segregated or special childcare	Family or friends
Most likely childcare	2 (9.5%)	3 (14.3%)	16 (76.2%)
Least likely childcare	8 (42.1%)	9 (47.4%)	2 (10.5%)

The adequacy of childcare options was assessed on a four-point scale (1=Inadequate… 4=Excellent). The lowest rating was for *segregated childcare*, which received a mean rating of 1.77. The highest rating was for *family childcare* (mean of 2.76). Almost two-thirds of those rating this option rated this type of childcare as *good* or *excellent.*

Table 10. Adequacy of Child Care

Item	Inadequate	Fair	Good	Excellent	Mean
Regular childcare (33)*	13 (39.4%)	14 (42.4%)	5 (15.2%)	1 (3.0%)	1.82
Segregated childcare (30)*	13 (43.3%)	12 (40.0%)	4 (13.3%)	1 (3.3%)	1.77
Family childcare (33)*	4 (12.1%)	8 (24.2%)	13 (39.4%)	8 (24.2%)	2.76
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 12 reflects how respondents rated the opportunities for community-based childcare for families with a child who has a disability. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based childcare for children with disabilities was rated as *inadequate* by 67.6% of the respondents, and *good* by 23.5%.
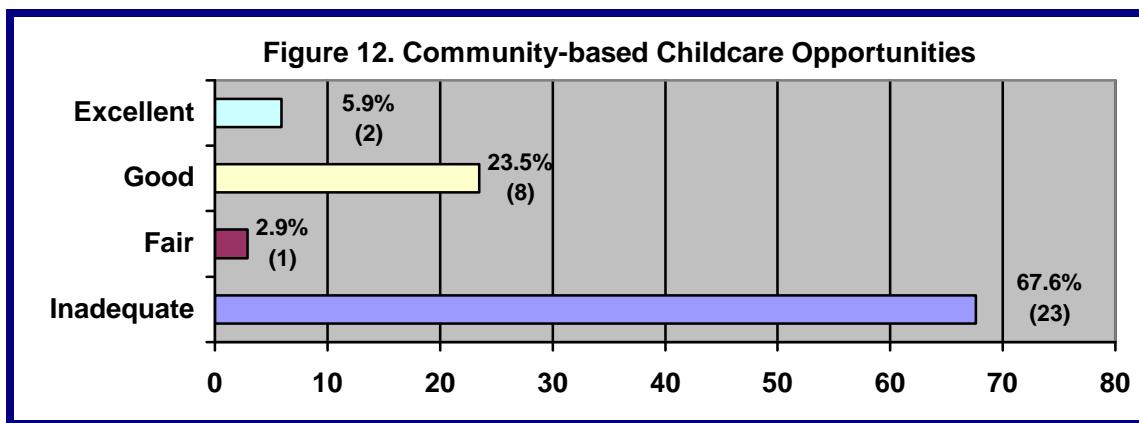
Figure 12. Community-based Childcare Opportunities

Rating	Percentage (Count)
Excellent	5.9% (2)
Good	23.5% (8)
Fair	2.9% (1)
Inadequate	67.6% (23)

Childcare Focus Group Discussion in Region VI:

Focus group participants discussed the problems and challenges they have experienced in trying to obtain childcare for their child with a disability. In addition, the focus groups also examined the types of childcare helps and supports available. This section presents the findings from focus groups in the Region VI-Springfield service area in detail.

Childcare Problems:

Participants in the focus groups conducted in Region VI discussed the challenges and problems they experienced in trying to obtain childcare. One common theme that emerged from the focus groups was that there are *few or no options for childcare* (21 comments). Illustrative comments related to the top common childcare problems are provided below. Themes from the focus groups in Region VI as relates to childcare problems are presented in Figure 13.

Figure 13.
Childcare Problems - Region VI Springfield

Frequency values:
- Few or no options for childcare: 21
- Lack of providers, or sitters with specialized skills to support kids with a disability: 6
- Lack of family/friends to provide childcare: 5
- Systems requirements may limit childcare services: 4
- Excessive costs for childcare: 3
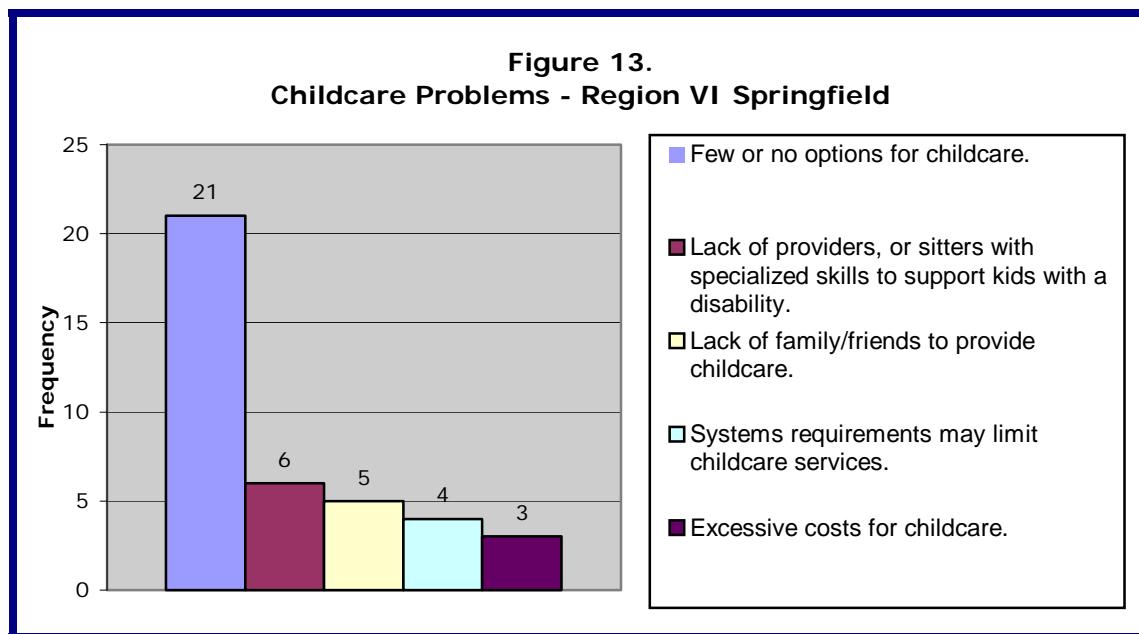
Few or No Options for Childcare (21 comments):

Focus group participants in Region VI stated that there were not many options for childcare. Participants have trouble *finding someone you trust.* Another echoed this statement, *the trouble is finding a provider. I am not comfortable with just anyone.* Other related comments about few or no options for childcare are included in detail below.

No Options in Rural Areas: Participants commented that finding daycare is problematic, especially in rural areas. One stated *daycare is a problem in Stone County, regardless of disability.* In another area the problem is day care for before and after school, *in small outlying towns, there are no before or after school programs.* Another echoed this comment, *rural areas have problems* because child care is *not available.*

Good Care is Hard to Find: Good child care is hard to find for participants in the Region VI focus groups. One family commented *we could never find anyone more than one time.* Another focus group participant cannot work because of the lack of good child care. *I never found good care for mine. I am home 24 hours a day.* Another commented that *you can find funding, but to find someone qualified and willing is another.*

Childcare Help and Support:

There were only a few comments made about help and support with child care. These comments mostly related to support received from friends and family members (5 comments). Some of the comments included:

- *I didn't work, so I could take care of my daughter.*
- *Extended family* [cares for family member].
- *Both of my daughters are willing to take care of her* [family member] *if I am gone.*
- *If you know people, they will watch your children for you.*

EARLY INTERVENTION SERVICE ISSUES

The next section of the survey examined issues related to early intervention programs or services. The programs that the survey focused on were: (1) First Steps; (2) special needs pre-school; (3) Head Start; (4) regular pre-school; and (5) therapies. *First Steps* was indicated as the *most likely* to be used by 44.4% of the survey respondents. *Regular pre-school* was identified as *least likely* to be used by 35.3% of the respondents.

Table 11. Most and Least Likely Early Intervention Service Choices

Item	First Steps	Special needs pre-school	Head Start	Regular pre-school	Therapies
Child services	8 (44.4%)	2 (11.1%)	5 (27.8%)	2 (11.1%)	1 (5.6%)
Child services least likely	1 (5.9%)	3 (17.6%)	3 (17.6%)	6 (35.3%)	4 (23.5%)

The adequacy of early intervention services was rated on a four-point scale (1=Inadequate…4=Excellent). Head Start received the highest mean rating (2.81). Table 12 presents the data.

Table 12. Adequacy of Early Intervention Services

Item	Inadequate	Fair	Good	Excellent	Mean
First steps/infant-toddler programs (28)*	7 (25.0%)	2 (7.1%)	9 (32.1%)	10 (35.7%)	2.79
Special needs pre-school (29)*	7 (24.1%)	5 (17.2%)	11 (37.9%)	6 (20.7%)	2.55
Head Start (26)*	2 (7.7%)	5 (19.2%)	15 (57.7%)	4 (15.4%)	2.81
Regular pre-school other than Head Start (27)*	8 (29.6%)	10 (37.0%)	5 (18.5%)	4 (14.8%)	2.19
Therapies (31)*	8 (25.8%)	7 (22.6%)	11 (35.5%)	5 (16.1%)	2.42
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 14 shows how respondents rated the availability of early intervention services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Approximately 70% of the respondents saw early intervention services as *mostly available* or *somewhat available*.

Figure 14. Early Intervention Opportunities

- Very Available: 23.1% (6)
- Mostly Available: 34.6% (9)
- Somewhat Available: 34.6% (9)
- Not Available: 7.7% (2)

Early Intervention Focus Group Discussion in Region VI:

Focus group participants in the Region VI service area discussed the ways that early intervention services and supports had helped to enhance potential. Early intervention and related issues are presented in detail below.

Early Intervention Services and Supports:

Focus group participants are getting early intervention services and supports from a variety of different entities. One common source for early intervention is through the *First Steps program and other infant toddler programs that provide early intervention supports* (9 comments). Some illustrative comments are provided below in detail. The common themes about early intervention are presented in Figure 15.

Figure 15.
Early Intervention Service/Supports -
Region VI Springfield

Bar chart with Frequency on y-axis (0 to 10)	Legend:
First Steps program bar = 9	■ First Steps program and other infant/toddler programs provided early intervention supports.
Other community resources bar = 4	■ Other community resources (e.g. churches, civic organizations) supporting early intervention services.
Special needs pre-school bar = 3	□ Special needs pre-school provided supports for the child and family.
Parents as Teachers bar = 2	□ Parents as Teachers program offered supports for the child and family.

First Steps Program and Other Infant Toddler Programs (9 comments):

The First Steps program and other infant toddler programs provide early intervention support. One participant in the focus groups provided an example. *My son went through First Steps. My experience was pretty good, they had therapy at home. They offered it when he was two or three when they first said he was autistic.* Another commented that *if they take First Steps away, we will have a lot of kids with problems and not getting help. I don't think with out those services my daughter would be talking.*

EDUCATIONAL SERVICE ISSUES

The survey respondents were asked what type of school services were most and least likely to be used. The types of educational services were: (1) included in regular public school education; (2) special public school education; (3) state school education; and (4) private home education. Few used *state school education* (4.8%). Respondents indicated that the most often used educational services were either *special public school education* (66.7%) or *included in regular public school education* (19.0%). (See Table 13.)

Table 13. Most and Least Likely Educational Services Choices

Item	Included in regular public school education	Special public school education	State school education	Private/home education
What types of educational programs most likely to use	4 (19.0%)	14 (66.7%)	1 (4.8%)	2 (9.5%)
What types of educational programs least likely to use	3 (15.0%)	0 (-)	8 (40.0%)	9 (45.0%)

The adequacy of educational services was rated on a four-point scale (1=Inadequate… 4=Excellent). The highest rated educational type was *private home education* (mean of 2.48). The lowest was *state school* (mean of 2.19). Table 14 presents the findings.

Table 14. Adequacy of School Services

Item	Inadequate	Fair	Good	Excellent	Mean
Included in regular public school education (38)*	12 (31.6%)	10 (26.3%)	11 (28.9%)	5 (13.2%)	2.24
Special public school education (38)*	10 (26.3%)	9 (23.7%)	15 (39.5%)	4 (10.5%)	2.34
State school (27)*	10 (37.0%)	4 (14.8%)	11 (40.7%)	2 (7.4%)	2.19
Private-home education (25)*	4 (16.0%)	11 (44.0%)	4 (16.0%)	6 (24.0%)	2.48
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Respondents were asked to rate the availability of (1) inclusive educational opportunities; (2) transition services; and (3) post-high school opportunities in their community. Figures 16-18 detail the results.

Figure 16 shows how respondents rated the availability of inclusive educational services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Inclusive educational opportunities* were seen as *somewhat available* by 73.0% of the respondents.
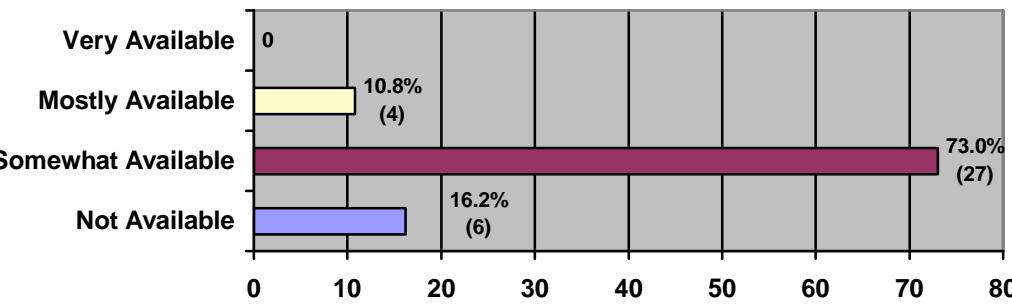
Figure 16. Inclusive Educational Opportunities

Figure 17 shows how respondents rated the availability of transition services for people with disabilities from school to work in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Transition services* were seen as *somewhat available* by 47.1% of the respondents.
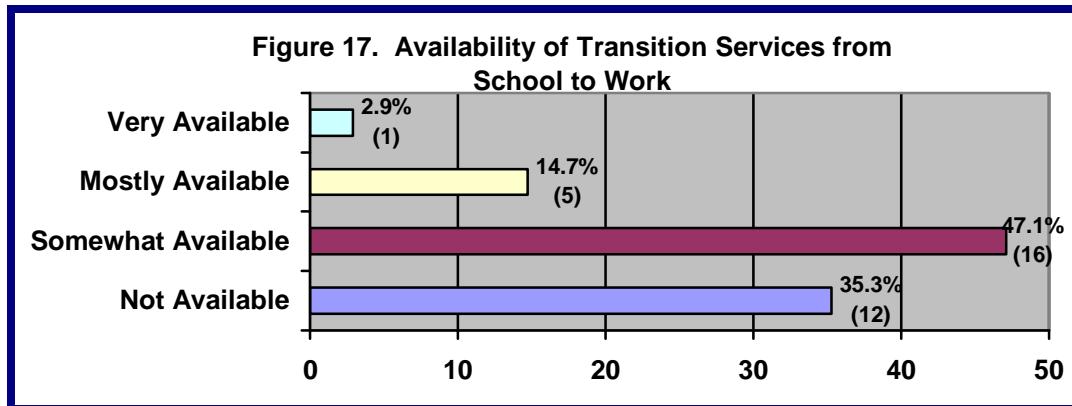
Figure 17. Availability of Transition Services from School to Work

Rating	Value
Very Available	2.9% (1)
Mostly Available	14.7% (5)
Somewhat Available	47.1% (16)
Not Available	35.3% (12)

Figure 18 shows how respondents rated the availability of post-high school educational opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of post-high school educational opportunities was seen as *somewhat available* (51.5%) or *not available* (30.3%) by over 80% of the respondents.

Figure 18. Availability of Post-high School Educational Services

Rating	Value
Very Available	6.1% (2)
Mostly Available	12.1% (4)
Somewhat Available	51.5% (17)
Not Available	30.3% (10)
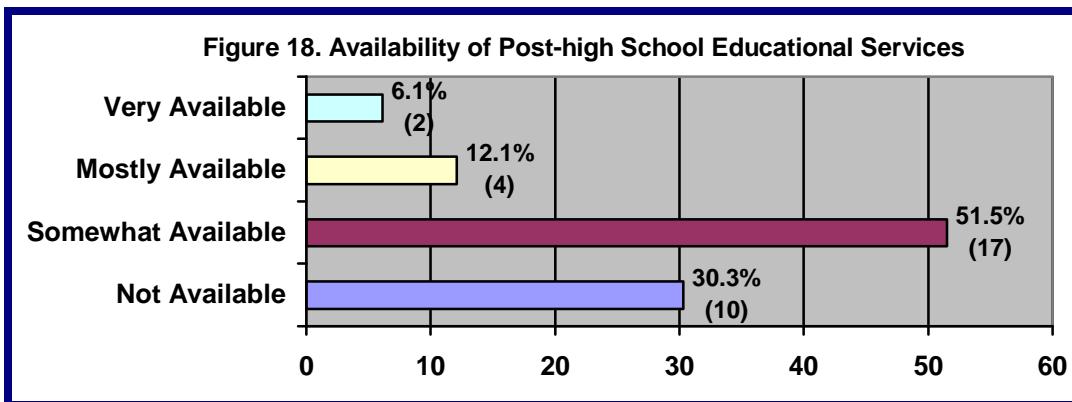
Education Focus Group Discussion in Region VI:

Experiences with the educational system were discussed in focus groups conducted in the Region VI service area. Focus group participants related 1.) the barriers and problems experienced with education, and 2.) the helps and supports received that helped maximize educational potential. Focus group discussions about education are provided in detail below.

Educational Problems and Challenges:

Focus group participants in Region VI discussed the types of challenges and problems they have experienced with the education system. One common theme discussed by the focus group participants was the *lack of quality individualized supports* (36 comments). Some illustrative comments are provided in detail below. Themes related to challenges and problems in education are presented in Figure 19.

Figure 19.
Education Challenges/Problems -
Region VI Springfield

Legend:
- Lack of quality, individualized supports are minimizing student potential.
- Lack of school knowledge of best practices supports for students with DD.
- Lack of resources limiting needed supports and services.
- School personnel misperceptions/ attitudes concerning learning capacity and support needs of students with DD.
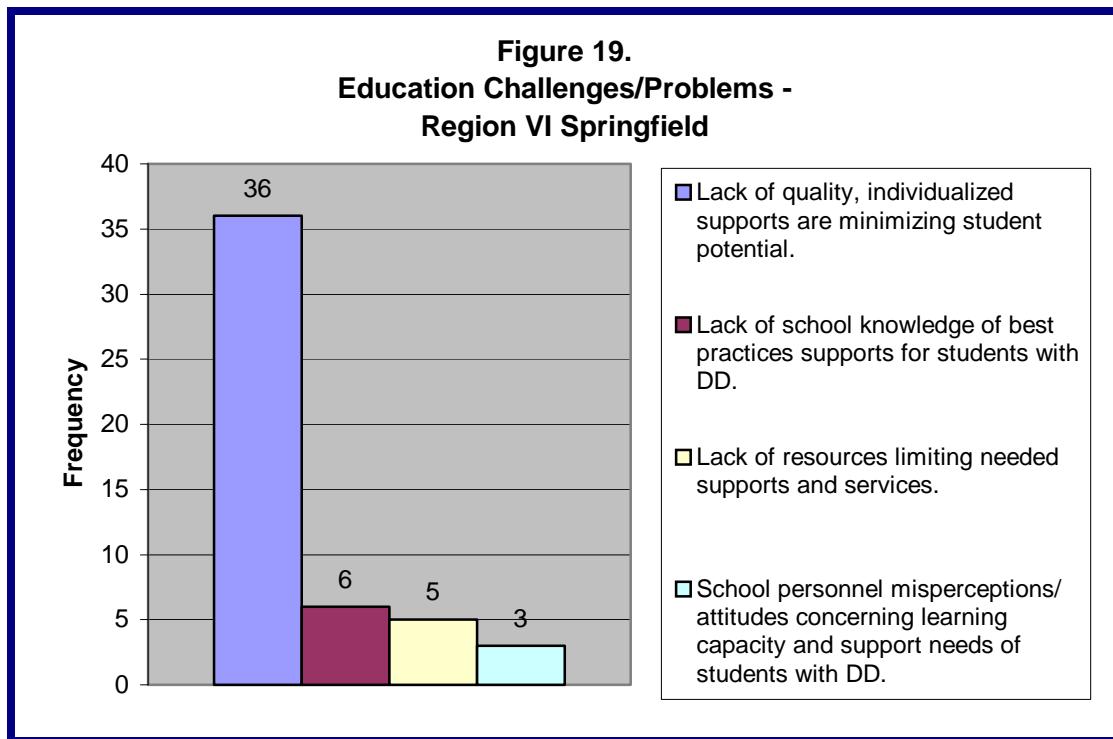
Lack of Quality Individualized Supports (36 comments):

Focus group participants discussed the lack of quality, individualized supports for students with disabilities. Some focus group participants commented that *people have moved out into surrounding communities to receive better services*. Parents and family members must pay extra money to ensure their child gets the education they need. One parent has to take her daughter to a tutor because *she isn't reading well yet. I asked school to tutor her, and there is no one available. I take her to Springfield and pay $30 an hour to tutor her.* Other problems related to lack of quality individualized educational supports are included in detail below.

> *Lack of One On One Time:* Some students with disabilities need more one on one time with teachers to fully maximize their learning potential. One parent commented that *the school didn't meet my daughter's needs. They didn't have enough. She needed one on one*, and it wasn't available. Another focus group participant gave a personal example. *I needed help. Math was hard. Teachers were busy with other kids and they put me on the back burner.*

Schools Not Providing Needed Assistance: Several comments were made about schools not providing the types of assistance that students with disabilities need. One parent discussed their experience. *For one kid, everything I have asked for I have gotten. I suggested an alpha smart, they just did it. For my other sons, I got nothing.* Another parent stated *my son is eight and he has autism. I look on the internet to find methods on teaching kids. I take them to the school, and they say no, no, no.*

Teachers and Administrators Do Not Recognize Potential: Focus group participants commented that teachers and administrators often refuse to recognize the potential of students with disabilities, and therefore, do not provide them with the needed supports. One focus group participant commented that *kids with disabilities are sent of to a trailer and shuffled away and not taught.* Another commented that *schools are not seeing the potential in students with disabilities.* For example, *the school did not work with me on my reading because of my eyesight. I had to work with the literacy council to get help.*

Educational Help and Supports:

Focus group participants also discussed the types of education help and support they had received. The Region VI focus group participants stated that they *received supports from other agencies* (6 comments), and that *students and families are satisfied with school services received* (6 comments). Some illustrative comments about these educational supports are provided in detail below. Common themes are presented in Figure 20.

Figure 20.
Education Help/Support - Region VI Springfield

Legend:
- Supports received from other agencies that assisted students, families, and school systems.
- Students/families satisfied with school services received.
- Student supported to participate in a state school.
- Student supported to participate in special education.
- Teachers and classroom aides supported the student to be successful.
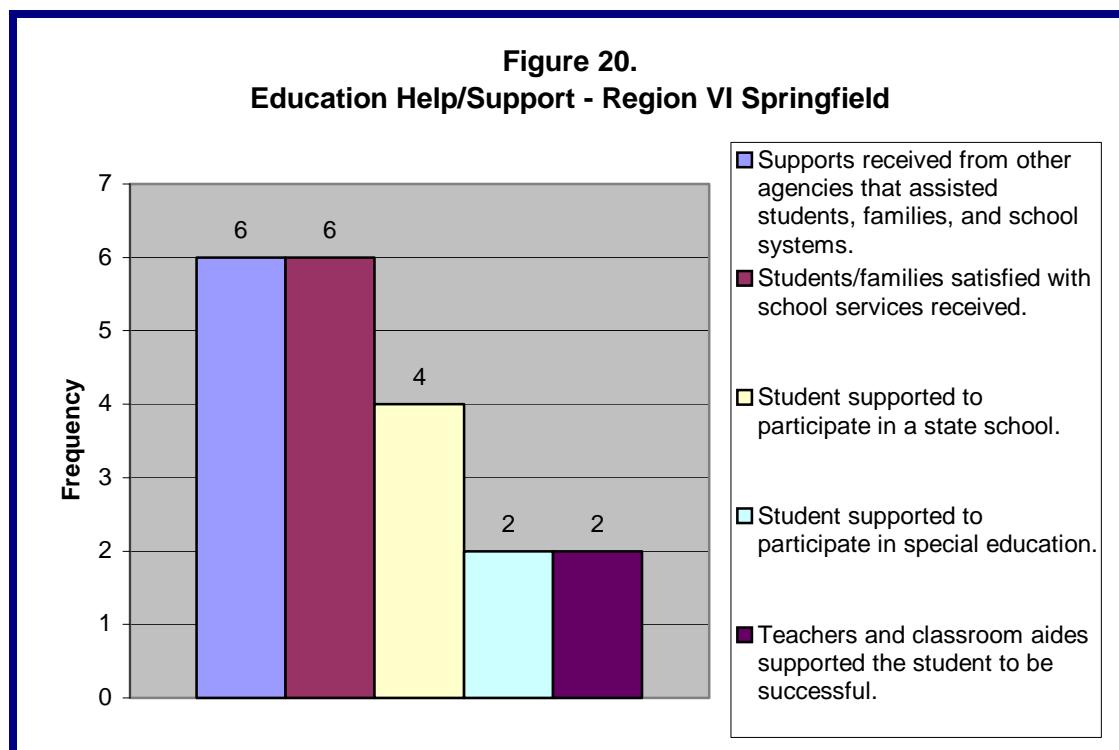
Receive Support from Other Agencies (6 comments):

Students and their families received some educational support and assistance from other agencies. One such agency, according to a focus group participant was *the BASE program at Springfield Regional Schools, which teaches you skills*. A parent *stated my son attends a reading lab at Ozarks Technical College. It is a wonderful program. It helped academically and socially.* Other programs that have provided support to families and students in the Region VI service area are included below.

- *Adult literacy program through Ozarks Technical College. It is state and federally funded.*
- *The BCDD serves a lot of different towns in the area. They bus the kids in. It is quite a group of kids. They are making progress by what the teachers are doing.*

Students and Families Satisfied with School Services (6 comments):

Students and their families are satisfied with school services, according to the focus group participants in the Region VI-Springfield service area. One participant commented *we have been pretty pleased* with services. Another commented that *I think everyone is pretty satisfied, and if our local school system cannot provide something, they can go to Bolivar to the Co-op. there is transportation.* One parent stated *my son has a wonderful education system.*

HEALTH CARE SERVICE ISSUES

Survey respondents were asked to identify where people with disabilities were most likely or least likely to go to get health care services in their community. Respondents were asked to select from the following types of health care services: (1) hospitals/emergency room; (2) doctor's office; (3) community health clinics; (4) residential health center; and (5) local health departments. The majority of the respondents indicated that people with disabilities received their health care at the *doctor's office* (52.4%). Few used *residential health care centers* (0%). (See Table 15.)

Table 15. Most and Least Likely Health Care

Item	Hospitals/ Emergency room	Doctor's office	Community health clinics	Residential health care center	Local health departments
Where most likely to go for health care services	6 (28.6%)	11 (52.4%)	2 (9.5%)	0 (-)	2 (9.5%)
Least likely to go	2 (10.5%)	1 (5.3%)	3 (15.8%)	9 (47.4%)	4 (21.1%)

The adequacy of health care services was assessed on a four-point scale (1=Inadequate… 4=Excellent). All health care services were rated as *inadequate* or *fair* by over 45% of those who responded. *Hospitals/emergency rooms* were rated by 75% of the respondents as *inadequate* (38.9%) or *fair* (36.1%). *Doctor's offices* were rated as *inadequate* (18.6%) or *fair* (41.9%) by over 60% of the respondents. *Residential care center* received the highest mean rating (2.64) and *Hospitals/emergency rooms* received the lowest mean rating (1.89).

Table 16. Adequacy and Availability of Health Care Services

Item	Inadequate	Fair	Good	Excellent	Mean
Hospitals/emergency room (36)	14 (38.9%)	13 (36.1%)	8 (22.2%)	1 (2.8%)	1.89
Doctor's office (43)*	8 (18.6%)	18 (41.9%)	15 (34.9%)	2 (4.7%)	2.26
Community health clinics (40)*	12 (30.0%)	14 (35.0%)	4 (10.0%)	10 (25.0%)	2.30
Residential health care center (33)*	10 (30.3%)	5 (15.2%)	5 (15.2%)	13 (39.4%)	2.64
Local health department (39)*	9 (23.1%)	12 (30.8%)	6 (15.4%)	12 (30.8%)	2.54
Scale: 1=Inadequate…4=Excellent		*Total number responding			

Figure 21 shows how respondents rated the availability of health care services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of health care services was rated as *somewhat available* (44.4%) or *not available* (37.8%) by over 80% of the respondents.
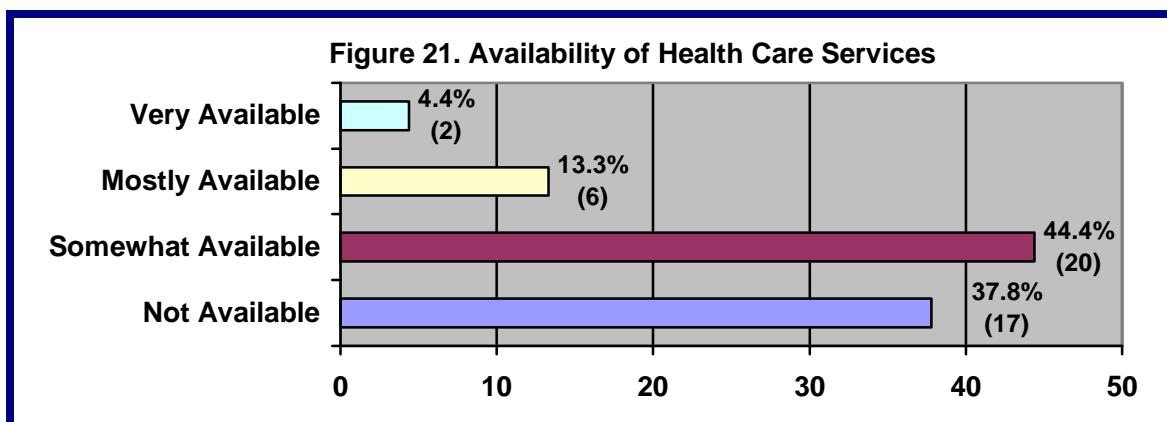
Figure 21. Availability of Health Care Services

Figure 22 reflects how respondents rated the availability of dental services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of dental services was rated as *somewhat available* (13.8%), or *not available* (72.4%) by over 86% of the respondents.

Figure 22. Availability of Dental Services

Rating	Percentage
Very Available	6.9% (2)
Mostly Available	6.9% (2)
Somewhat Available	13.8% (4)
Not Available	72.4% (21)
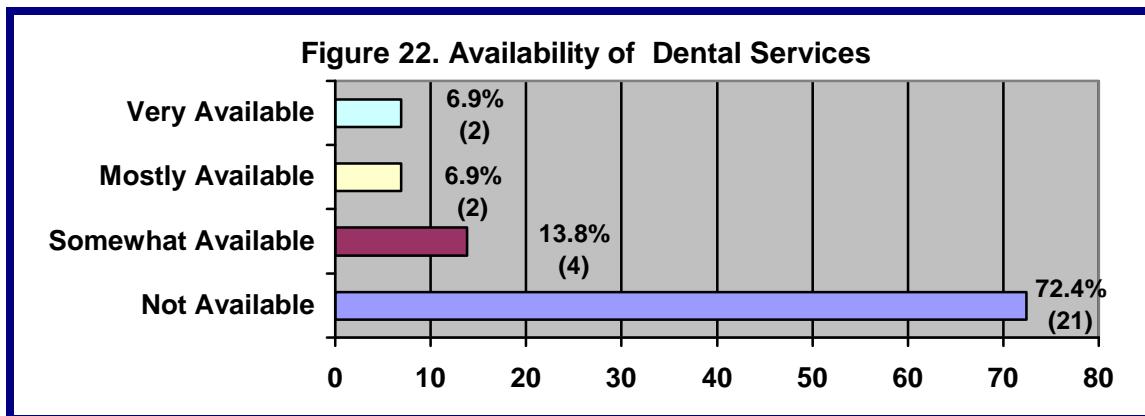
Healthcare Focus Group Discussion for Region VI:

Issues relating to healthcare for individuals with disabilities were discussed in the focus groups conducted throughout the Region VI service area. Focus group participants related the challenges and problems they had experienced trying to obtain healthcare. The types of healthcare help and supports available were also discussed. Focus group discussion of healthcare related issues is presented in detail below.

Healthcare Challenges and Problems:

Healthcare challenges and problems that focus group participants had experienced in the Region VI service area were discussed. One common theme to emerge from the focus groups conducted in the Region VI area were *public health insurance program issues that impact persons with DD* (56 comments). Illustrative comments related to the top common healthcare problems are provided below. The common healthcare problems themes from the focus groups conducted in Region VI are presented in Figure 23.

Figure 23.
Healthcare Challenges/Problems -
Region VI Springfield

Legend:
- Public health insurance program (e.g., Medicaid) issues that impact persons with DD.
- Lack of medical resources close to the community.
- Lack of dental services in proximity to the community.
- Lack of affordable private insurance and increasing coverage stipulations/requirements.
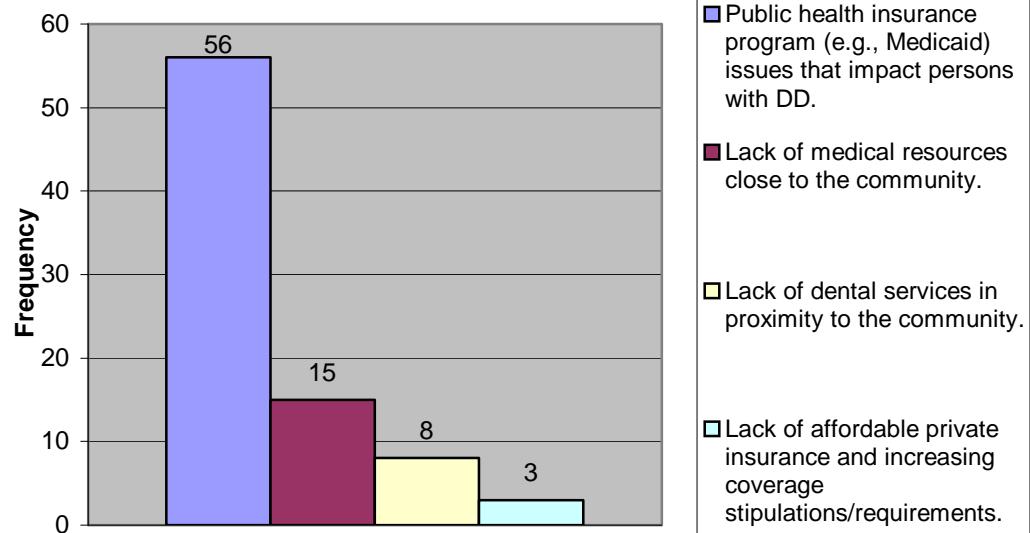
Public Insurance Program Issues (56 comments):

Several of the individuals participating in the focus groups conducted in Region VI-Springfield had comments about the impact of public insurance program policies (especially Medicaid) on their lives. One participant gave a very disturbing example of the effect of Medicaid cuts. *I am an LPN. I take care of kids on feeding tubes, like Schiavo was. They [Medicaid] aren't going to feed them. That is sad if we aren't willing to feed people.* Other examples of how Medicaid policies affect the lives of persons with disabilities and their families are in detail below.

Assistive Technology Not Provided: Medicaid recipients aren't getting the kind of help they once were with the purchase of assistive technologies. One commented *what is coming up on our group is the wheelchair dilemma. They will buy you a wheelchair, but they won't buy you batteries.* Another can't get a *C-Pap machine, they cut it. I had to pay out of pocket.* One person commented *I make a thousand dollars a month. It barely pays for just me. I cannot pay for the prosthetic for my foot. I need a new one. I will be stuck in my home if I cannot get a prosthetic.*

No Dental and Vision Services: Dental and vision services are no longer being provided for some Medicaid recipients. One focus group participant stated *I got a letter, they are cutting dental. My son has two wisdom teeth that are growing in sideways. He has fillings that are falling out.* Another individual is *disturbed that they will cut dental and optical. If they will just pay for teeth to begin with, then folks won't get sick. If teeth or eyes are bad, it will make your whole body sick.*

No Medicaid Providers: Focus group participants have trouble finding medical service providers willing to accept Medicaid. Dental services seem to be a common problem. *The only problem is dentistry. There aren't any Medicaid dentists in the area.* Others echoed this, *we never found a dentist that would take him* [our family member] *and Medicaid.* Another focus group participant commented *we take my son up to Springfield to get his glasses. There are only two places in Springfield where they will fill a Medicaid prescription.*

Income Restrictions and Medicaid: Some participants in the focus groups made comments about the way income restricts Medicaid provisions. Some participants make too much money to be on Medicaid, but cannot pay for medical care because it is too expensive without Medicaid. One person commented, *I work for Kraft, so I make 35,000 a year. I can't get services for our son because I make too much.* Another focus group participant noted *there comes a time when families have to make the decision to work and lose Medicaid, or not work and have it. If they do work, how will they be able to pay for medicine and doctors?*

Lack of Dental Services in Proximity to the Community (14 comments):

There is a lack of dental services in close proximity to communities in the Region VI service area. For example, *there are not a lot of dentists. I finally found another in Springfield.* Focus group participants commented that *there is a waiting list for the community dentist* in their area. Another focus group participant has to *go to the Elks dental unit. We can't find a dentist. It is very disturbing.*
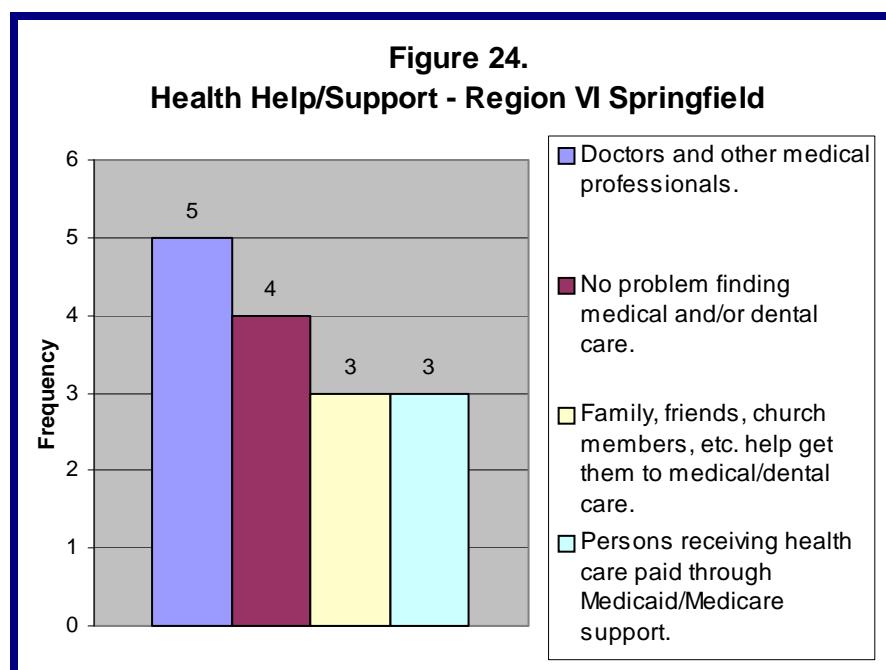
**Figure 24.
Health Help/Support - Region VI Springfield**

Legend:
- Doctors and other medical professionals.
- No problem finding medical and/or dental care.
- Family, friends, church members, etc. help get them to medical/dental care.
- Persons receiving health care paid through Medicaid/Medicare support.

Healthcare Help and Support:

A few comments were made about help and support received for healthcare, including help received from *doctors and other medical professionals* (5 comments). Some illustrative comments are provided below. The common themes as relates to healthcare help and support are presented in Figure 24.

Doctors and Other Medical Professionals (5 comments):

A few focus group participants receive help and support for healthcare through doctors and other health care professionals. Comments as they relate to these types of healthcare supports included:

- *You have doctors from this area that know families and they see kids with disabilities as part of the family. They will treat you well.*
- *I go to this one doctor who does biocranial therapy. It has helped straighten my spine.*
- *I go to Springfield, I don't have any problems. Even Ava, St. John's Clinic would take my son for colds or flu.*

RECREATIONAL/SOCIAL OPPORTUNITY ISSUES

The next part of the survey was related to recreational and social opportunities for people with disabilities in their community. There were three types of opportunities that were addressed: (1) regular community sponsored recreation and social activities/events; (2) accessible community sponsored recreation and social activities/events; and (3) special/ segregated recreation and social activities/events. Almost half of the respondents identified *special/segregated recreation and social activities/events* (45.0%) as being the most likely to be used while another 35.0% identified *regular community sponsored recreation and social activities* as the type most often used. The least likely to be used was *accessible community sponsored recreation and social activity* (20.0%). (See Table 17.)

Table 17. Most and Least Likely Recreational/Social Opportunities

Item	Regular community sponsored recreation and social activities	Accessible community sponsored recreation and social activity	Special/segregated recreation and social activities/events
What types of social activities most likely to use	7 (35.0%)	4 (20.0%)	9 (45.0%)
What types of social activities least likely to use	7 (35.0%)	5 (25.0%)	8 (40.0%)

The adequacy of the types of recreational and social opportunities was rated on a four-point scale (1=Inadequate … 4=Excellent). Of those rating *regular community sponsored* opportunities, over 75% rated the opportunities as *fair* (24.3%), or *inadequate* (51.4%). *Accessible community sponsored opportunities* was rated as *fair* (47.2%) or *inadequate* (19.4%) by 66.6% of those who responded to the question. S*pecial segregated* received the highest mean (2.15) of the three choices. (See Table 18.)

Table 18. Adequacy of Recreational/Social Opportunities

Item	Inadequate	Fair	Good	Excellent	Mean
Regular community sponsored (37)*	19 (51.4%)	9 (24.3%)	8 (21.6%)	1 (2.7%)	1.76
Accessible community sponsored (36)*	17 (47.2%)	7 (19.4%)	9 (25.0%)	3 (8.3%)	1.94
Special/segregated (34)*	13 (38.2%)	6 (17.6%)	12 (35.3%)	3 (8.8%)	2.15
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 25 shows how respondents rated the availability of accessible recreation opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of accessible recreation opportunities in the community was rated as *somewhat available* (35.7%) or *not available* (35.7%) by over 70% of the respondents.

Figure 25. Availability of Accessible Recreation Opportunities
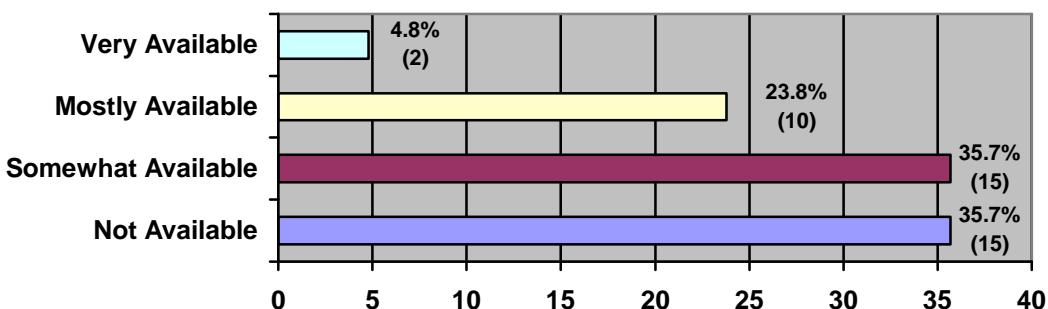
Figure 26 reflects how respondents rated the availability of social opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of social opportunities in the community was rated as *somewhat available* (38.1%), and *not available* (40.5%), by over 78% of the respondents.

Figure 26. Availability of Social Opportunities in the Community
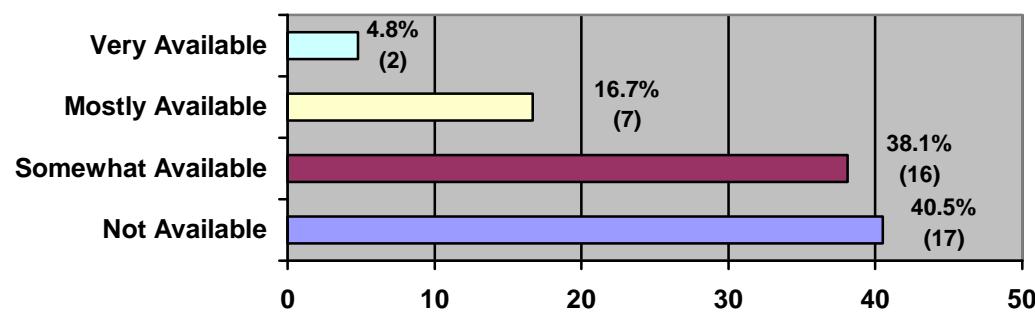
Recreation Focus Group Discussion in Region VI:

Participants in focus groups conducted throughout the Region VI-Springfield service area discussed the types of challenges and problems experienced in trying to participate in social and recreational opportunities. Focus group participants also discussed the types of social and recreational opportunities available to them in their respective communities. Detailed findings from the focus groups in Region VI are provided in the sections below.

Recreation Challenges and Problems with Recreation:

Focus group participants discussed the challenges and problems that they have encountered in trying to find, or participate in, recreational and social activities in their communities. One common theme as discussed by focus group participants in Region VI was that there were *no recreation opportunities available* (17 comments). Some related illustrative comments are provided in detail below. Figure 27 presents the common themes as discussed in focus groups in the Region VI area in detail.

Figure 27.
Recreation Challenges/Problems -
Region VI Springfield

- No recreation opportunities available.
- Need for more affordable recreation activities/events.
- Not enough supports for persons with DD to participate in recreation activities.
- Persons with DD indicate concern, discomfort about participating in community activities.
- Limited availability of accessible community-based social and recreation activities.
- Transportation issues (e.g., costs, schedules, availability).

No Recreation Opportunities Available (17 comments):

Focus group participants commented that there were no recreational activities in their areas. This seems to be particularly true for children and pre-teens. One focus group participant commented that in their community *they don't have anything for pre-teens. That is an important age. They don't have those kids of social interactions for kids with special needs.* Communities also don't have opportunities for recreation available for younger children. *There are none that involve kids with disabilities. If they have outside activities I have to stay with them.*

If there are activities, they are not geared for children with disabilities. One focus group participant provided an example. *Most of the coaches in these [sports] leagues, all they know is the ball goes in the net. They don't know about rules, and they don't know how to teach it. [These activities] are not geared for my son. My special needs son could not play soccer with the league.*

Need More Affordable Recreation Activities (7 comments):

There is a need for more affordable activities to be made available. Focus group participants provided examples. One focus group participant provided an example *the kids wanted to go to the university to go swimming. I was going to go with them, but couldn't afford it because there was no discount.* Others said that facilities that provide activities are becoming too expensive. In one community, *before they built the new facility, it was free. Now they are wanting to charge $50.* Another focus group participant stated that *there is just not enough funding for these things.*

Recreation Help and Support:

There are some opportunities for social and recreational activities in communities in the Region VI–Springfield service area. One common support is related to *communities and organizations that provide accessible recreational options and support* (23 comments). Illustrative comments related to the top common recreation help and support themes in Region VI are provided in detail below. Common recreation help and support themes are presented in Figure 28.

**Figure 28.
Recreation Help/Support -
Region VI Springfield**

Legend:
- Communities and organizations provided accessible recreation options and support. (23)
- Segregated programs that provided recreation programs/activities. (21)
- Community initiatives that increased community recreation options for person with DD. (5)
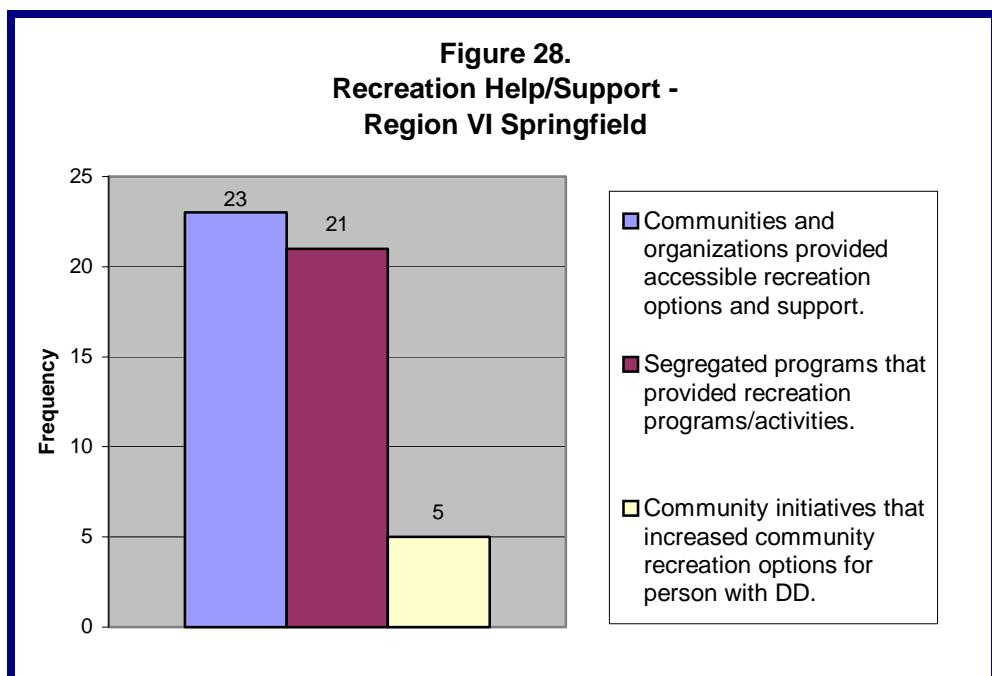
Communities and Organizations Provide Accessible Recreation Options (23 comments):

Communities and organizations in Region VI provide accessible recreation options for people with disabilities. One focus group participant listed the *Louisburg picnic, and the Ozark Empire Fair. We go during the day to the Louisburg picnic and they let us go free of charge.* Another focus group participant took their family member *to Celebration City a couple of weeks ago and they are good at accommodating.*

Several comments were made about faith-based organizations. One such comment was *our church has upward basketball, I was asked to referee. I am asked to get involved.* Another focus group participant commented *we have an exceptional part of our church. They teach them to play instruments. They have stories. They sing. They are not separated, they are kept to gather*

Segregated Programs that Provide Recreation (21 comments):

Focus group participants discussed the types of segregated programs in their communities that provide recreational opportunities for people with developmental disabilities. Sports programs such as Special Olympics are available in many communities. One focus group participant discussed their family member's activities. *She used to go to Special Olympics when she was in school. She loved it.* Another had a family member gave the example, *we do Champion Athletes. They each got an award no matter what.* Other segregated programs as listed by focus group participants included:
- *Sporting Chance Bowling is great.*
- *I do Saturday Recreation at Arc. They have swimming.*
- *Tuesday night education classes at Arc.*
- *Play basketball through Sporting Chance.*
- *Southwest Center for Independent Living has social activities.*

COMMUNITY RESOURCE/SUPPORT ISSUES

The next section of the survey looked at types of generic community resources/supports people with disabilities are likely to access in their community. The types of community services examined included: (1) civic organizations; (2) faith-based organizations; (3) social service organizations; and (4) family and friends. The type of community resource/support that was *most likely* to be used was *family and friends* (77.3%). The type of community resource/support least likely to be used was *civic organizations.* (See Table 19.)

Table 19. Most and Least Likely Community Resource/Support Choice

Item	Civic organizations	Faith-based organizations	Social service organizations	Family and friends
What type of community resources are people most likely to use?	0 (-)	4 (18.2%)	1 (4.5%)	17 (77.3%)
What type of community resources are people least likely to use?	16 (76.2%)	2 (9.5%)	2 (9.5%)	1 (4.8%)

The adequacy of the types of generic community resources/supports was evaluated on a four-point scale (1=Inadequate …4=Excellent). Nearly 80% of the respondents rated *family and friends* as *good* (53.8%) or *excellent* (25.6%). *Family and friends* had a mean of 3.03. *Faith-based* resources were seen as *good* (22.0%) or *excellent* (19.5%) by over 40% of the respondents. Civic organizations were rated as *inadequate* by 52.6% of the respondents. (See Table 20.)

Table 20. Adequacy of Community Resources/Supports

Item	Inadequate	Fair	Good	Excellent	Mean
Civic organizations (38)*	20 (52.6%)	12 (31.6%)	5 (13.2%)	1 (2.6%)	1.66
Faith-based (41)*	12 (29.3%)	12 (29.3%)	9 (22.0%)	8 (19.5%)	2.32
Social organization (39)*	15 (38.5%)	9 (23.1%)	13 (33.3%)	2 (5.1%)	2.05
Family and friends (39)*	1 (2.6%)	7 (17.9%)	21 (53.8%)	10 (25.6%)	3.03
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 29 indicates how respondents rated how supportive their community is towards people with disabilities. The rating was on a four-point scale (1=Not Supportive…4= Very Supportive). Overall, a little more than 60% of the respondents reported the support they receive from their community as *mostly* (26.7%) or *somewhat supportive* (35.6%).

Figure 29. Community Support
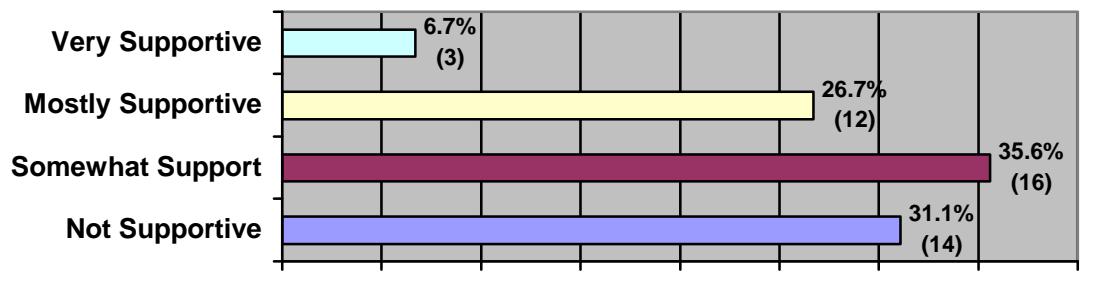
Community Supports Focus Group Discussion in Region VI:

The types of community supports that individuals with disabilities and their families receive and the general attitude of the community were discussed as part of the focus group conducted in the Region VI service area. Findings from these focus groups are provided in detail in the section below.

Community Supports Received:

The types of community supports that individuals with disabilities and their families receive were discussed. One common community support is from *family, friends, and neighbors* (10 comments). Illustrative comments are provided in detail below. Common themes as related to community support in Region VI are presented in Figure 30.

**Figure 30.
Community Support Received -
Region VI Springfield**
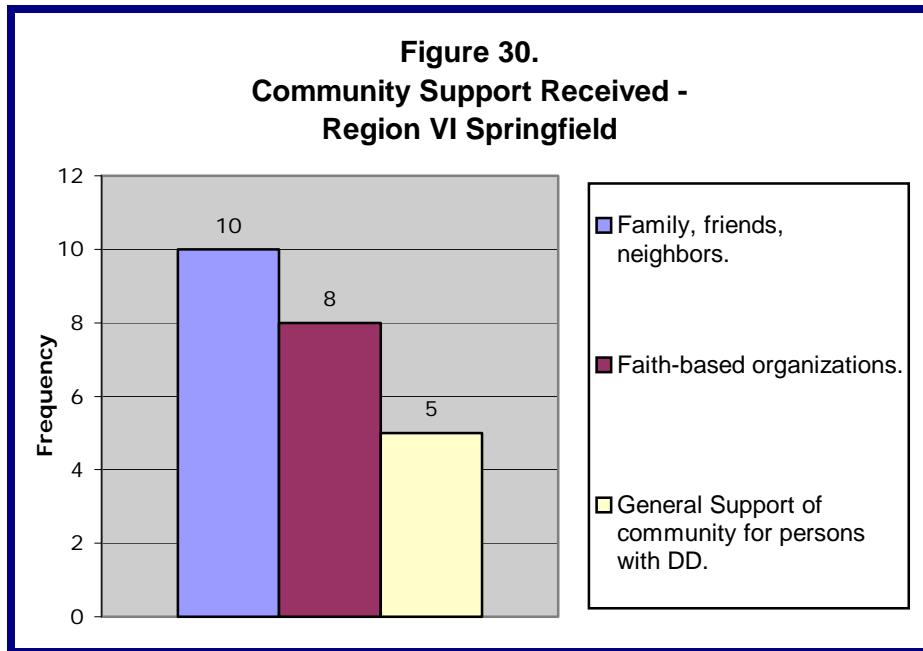
Family, Friends, and Neighbors (10 comments):

Focus group participants in Region VI discussed the support they receive from their friends, family, and neighbors. One focus group participant gave the example that *my neighbors help me when I need something. They have cooked dinner for us.* Others have had similar experiences with their neighbors. *Our neighbors are always wanting to help us out. They help fix the porch. Our neighbors helped build a ramp.* Families also provide much needed assistance. *Family members are often the most supportive.* Other echoed this, *the support is wonderful from my family.*

Faith-Based Organizations (8 comments):

Faith-based organizations also provide much needed community supports for individuals with disabilities. One focus group participant stated *I go to the big church in Elsie. I go to Bible School, and Bible class, and cookouts. They treat me good.* Another has *a lot of friends at church. If I need help, they will come and help me.*

Community Attitudes:

General community attitudes about people with disabilities were discussed as a part of the focus groups conducted in Region VI. A majority of the focus group respondents stated that there was *little or no acceptance* (29 comments). Illustrative comments are provided below. Common themes as relates to community attitudes in Region VI are presented in Figure 31.

Little or No Acceptance (29 comments):

Several focus group participants commented that they receive little or no acceptance from the communities in which they live. One focus group participant commented *my father in law is a veteran from World War II and has a disability. He is looked at as a hero. My child also has a disability but she is seen differently.* Other comments about little or no acceptance from the community are in detail below.

Figure 31.
Community Support Attitude -
Region VI Springfield

- Little or no acceptance: 29
- General acceptance but need for more: 11
- Good acceptance and support - good attitude: 10
- Education and awareness about developmental disabilities is needed: 9
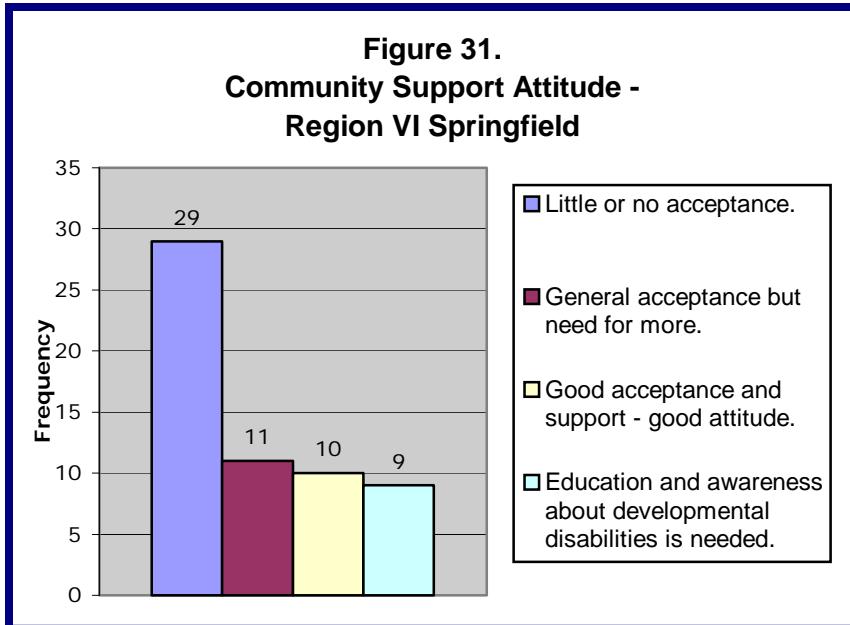
People Stare: Some of the focus group participants do not like to go into the community because of the stares and looks they receive from others. *People like to stare if you are in a wheelchair or something.* Another focus group participant gave the example *my daughter doesn't like to go to Wal-mart because everyone stares.*

Community is Afraid: Focus group participants felt that sometimes individuals in the community are afraid of them. *People in Webster County are scared of disabled people.* Another focus group participant added *people are afraid of what they don't know, and what they don't understand. I didn't understand before I had my daughter.*

People with Disabilities are Ridiculed: Focus group participants discussed the ways in which they are sometimes ridiculed by their communities. *People are very negative toward people with disabilities. My son had to wear a special helmet. They would ask if it was because they dropped him on his head. He was young so he didn't realize it. But I sure did.* Another commented *I have been ridiculed because of my sight. On average, people look at people with disabilities like we are leaches, and I don't understand it. People with disabilities are just like everyone else, they just have obstacles to overcome.*

General Acceptance But Need More (11 comments):

Some focus group participants in Region VI did feel that there was general acceptance of individuals with disabilities, but more acceptance and common courtesy is needed. For example in one community, *the fire department has been really nice. They are supportive of muscular dystrophy. When my son was in Boy Scouts, they were good to help him with the Pinewood derby races. However, the handicapped spot is an issue. I see people parked in handicapped spots and they have no sticker or plates. Just because you have a handicapped sticker does not give you the right to park there. If my son is not with me, I don't park there.*

SAFETY AND QUALITY ASSURANCE ISSUES

Survey respondents were asked if they were aware of any incidents that affect the health, safety and quality of life of people with disabilities in their community. Incident items included: 1) physical abuse/neglect; 2) sexual abuse; 3) financial abuse; 4) violation of human or legal rights. Respondents were asked to check the incident item if they were aware of any person with a disability in their community who had experienced that type of incident. Table 21 lists the findings.

Of the 51 people surveyed, 45.1% were aware of some physical abuse/neglect in their community; 43.1% were aware of sexual abuse; 51.0% were aware of some type of financial abuse; and 52.9% were aware of a human or legal rights violation.

Table 21. Awareness of Safety Concerns

Item	
Physical Abuse/Neglect	23 (45.1%)
Sexual Abuse	22 (43.1%)
Financial Abuse	26 (51.0%)
Violations of human or legal rights	27 (52.9%)
(Checked numbers per 51 total respondents)	

As a follow up question, respondents who had checked one of the incident items were also asked to share their perception about how that particular type of incident had been handled. As can be seen in Table 22, more people responded to the follow up question than had responded to the original question. For some reason, a number of survey respondents did not understand it to be a follow up question and answered it anyway.

Even though this discrepancy exits, and readers are advised to take it into account, Table 22 is included because it still provides an indication of survey respondent's perceptions on how well the above types of incident items are handled. Additionally, because the handling of these types of incidents requires a degree of discretion, it is also important to recognize that respondents perceptions of how these incidents are handled may not necessarily reflect what actually occurred to address them.

Table 22: How Safety Concerns Were Handled

Item	Not at all	Not well	Well	Very well	Mean
Physical Abuse Neglect (23)*	6 (26.1%)	7 (30.4%)	7 (30.4%)	3 (13.0%)	2.30
Sexual Abuse (20)*	6 (30.0%)	7 (35.0%)	6 (30.0%)	1 (5.0%)	2.10
Financial Abuse (26)*	8 (30.8%)	9 (34.6%)	6 (23.1%)	3 (11.5%)	2.15
Violations of human rights (28)*	9 (32.1%)	9 (32.1%)	8 (28.6%)	2 (7.1%)	2.11
*Scale: 1=Not At All...4=Very Well *Total number responding*					

Survey respondents were asked to rate how safe people with disabilities were in their community. Figure 32 reflects their responses. The rating was on a four-point scale (1=Not Safe At All…4= Very Safe). Over 75% of the respondents saw people with disabilities as being *mostly safe* (46.3%) or *somewhat safe* (29.3%) in their community.

Figure 32. Safety Perceptions

- Very Safe: 9.8% (4)
- Mostly Safe: 46.3% (19)
- Somewhat Safe: 29.3% (12)
- Not Safe At All: 14.6% (6)
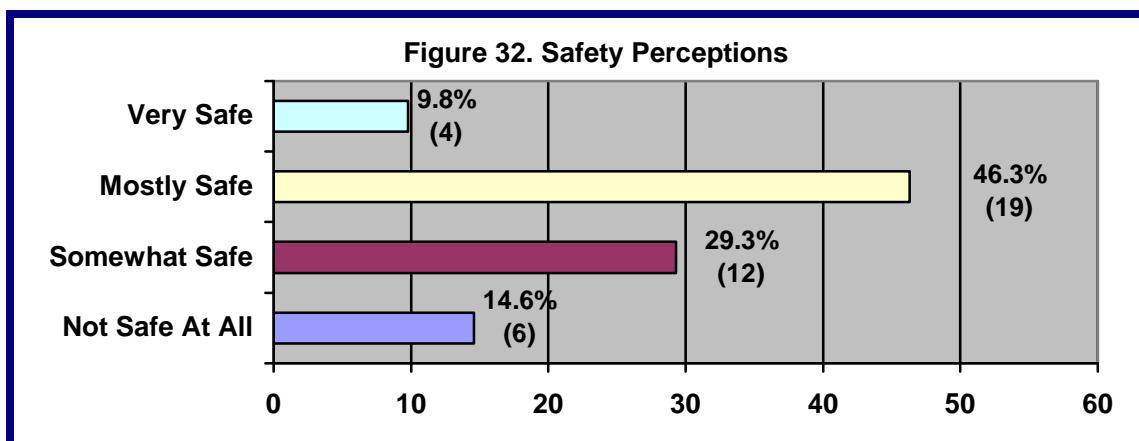
Quality Assurance Focus Group Discussion in Region VI:

Quality Assurance and related issues were discussed in the focus groups conducted in the Region VI service area. Focus group participants discussed 1) how people with developmental disabilities are included in the community, 2) how people with developmental disabilities are excluded from the community, and 3) how families and people with disabilities are included in planning their futures. Discussions on quality assurance issues from the focus groups conducted in Region VI are in detail in the section below.

How People with Developmental Disabilities are Included in Community:

People with disabilities are included in their communities in a variety of different ways. One commonly discussed theme from focus groups conducted in the Region VI service area was simply that *people with developmental disabilities are accepted in their communities* (9 comments). Illustrative comments related to inclusion in the community are provided in detail below. The common themes regarding inclusion in the community from Region VI are presented in detail in Figure 33.

People with Developmental Disabilities are Accepted (9 comments):

Participants in the focus groups conducted in the Region VI-Springfield service area discussed the ways that people individuals are accepted in their communities. One focus group participant commented that *there are always a few who do not want anything to do with them* [people with disabilities] *but the majority are supportive*. Another participant gave an example of how they are accepted. *I spoke to kids about my disability. Unfortunately, I had a seizure during it. A boy told me that it is ok to have a seizure, that his aunt has seizures too.*
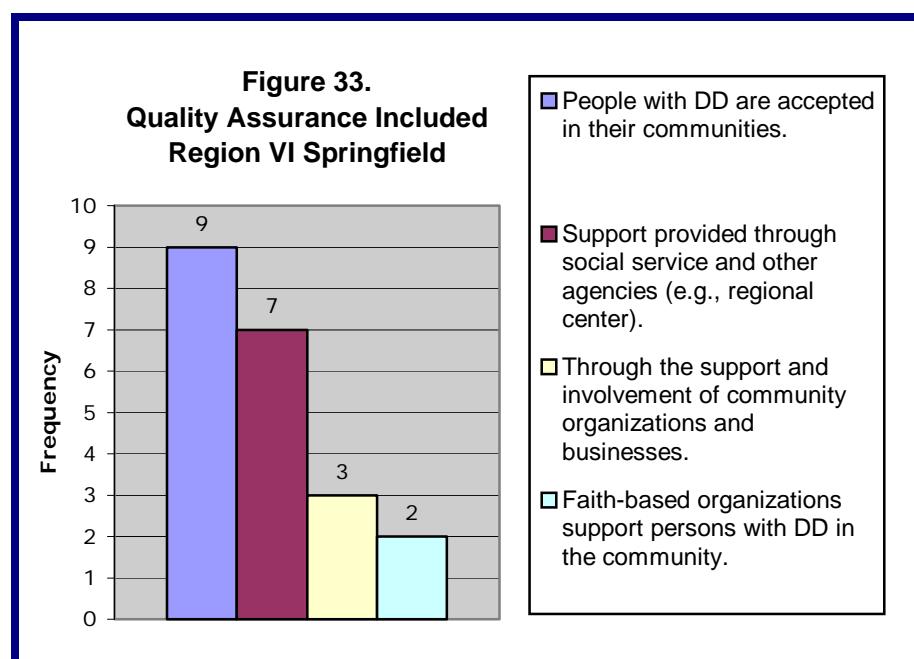
**Figure 33.
Quality Assurance Included
Region VI Springfield**

People with DD are accepted in their communities.

Support provided through social service and other agencies (e.g., regional center).

Through the support and involvement of community organizations and businesses.

Faith-based organizations support persons with DD in the community.

How People With Disabilities Are Excluded From the Community:

Focus groups conducted in the Region VI service area also asked participants to discuss the ways the people with developmental disabilities are excluded from their communities. One common theme discussed by focus group participants were *attitudes and lack of understanding* (24 comments) and the effect attitude has on exclusion. Illustrative comments related to the top themes in exclusion from community life are included below. The top themes of exclusion are presented in Figure 34.

Figure 34.
Quality Assurance Excluded - Region VI Springfield
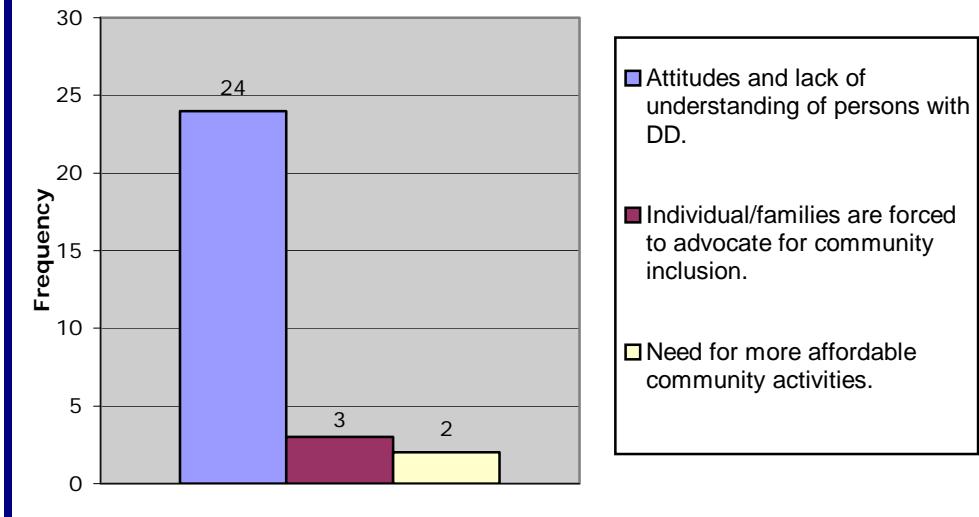
Attitudes and Lack of Understanding (24 comments):

  Some of the focus group participants in Region VI discussed the ways that attitudes and lack of understanding effect exclusion from community activities for individuals with disabilities. One focus group participant commented that the community is *not purposefully excluding* people, but *that is what happens*. Other comments relating to attitudes and lack of understanding are included in detail below.

  People with Disabilities are Stared At: Focus group participants commented that being in public is sometimes uncomfortable for them because *when we go out, people stare.* Other focus group participants had similar experiences. The *biggest barrier is the staring, and the not wanting to talk to people*. Another gave a personal experience as an example. *Unless it happens to them, they don't understand. One lady's daughter was staring. The girl was fine, but the mother was so offensive.*

  Fear of People with Disabilities: Focus group participants commented that there is fear from the community of people with disabilities. One participant noted that *people are just scared. I never knew anything about disabilities before my son.* Another said that fear sometimes leads to exclusion. *The way I feel about the community is that they exclude us because we are different. I look at myself as not having a disability. When people look at me I don't want them to see my disability.*

  Lack of Education: Sometimes exclusion occurs because the community is *not educated. They don't want to, and they don't have the time*. A focus group participant discussed their family member. *The kids at school, they fight over who gets to help him* [the family member]. *It is the parents who are ignorant and offensive.*

Inclusion in the Planning Process:

Focus group participants discussed the ways that people with disabilities and their families are included in the planning processes that affect their lives. One common theme was that *family and friends support persons to participate in the planning process (10 comments).* Related illustrative comments are provided below. Common themes from the Region VI focus groups regarding inclusion in the planning process are included in Figure 35.

Figure 35.
Quality Assurance Planning -
Region VI Springfield

- Family/friends support persons to participate in the planning process.
- Person/family receives supports of agency staff, teachers, school counselors, in their planning process.
- Persons with DD are involved in their planning processes.
- Participation of guardians in planning for the person.
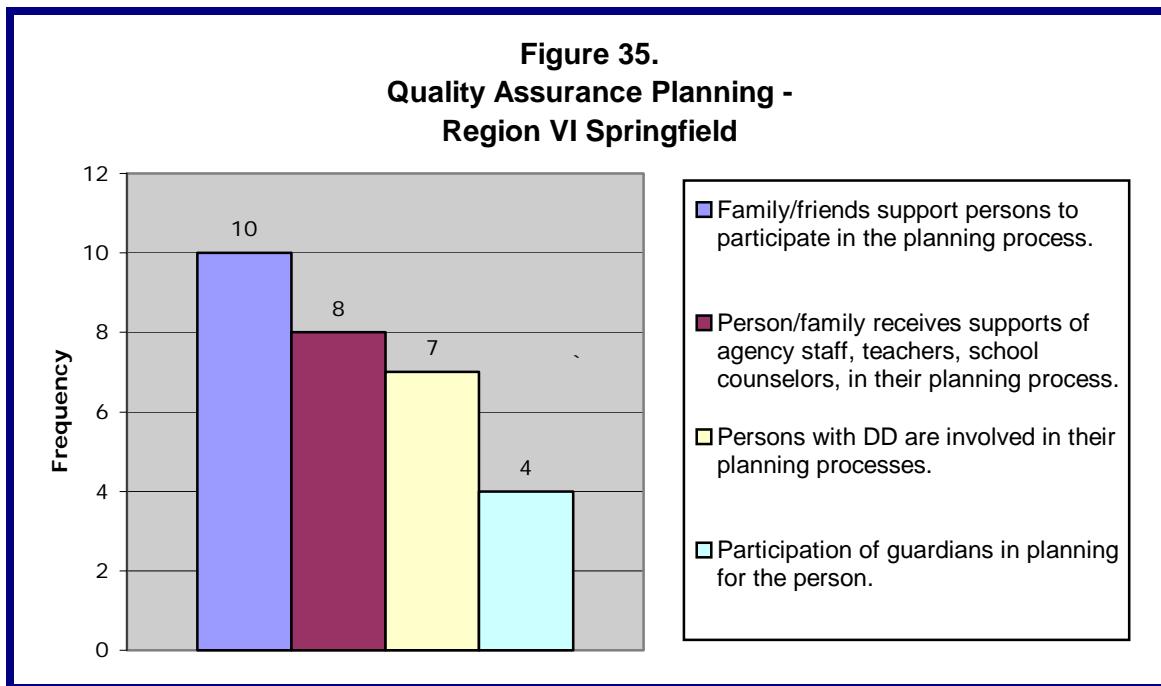
Family and Friends Support Persons to Participate in Planning (10 comments):

Many people with disabilities get support and assistance for life planning from family members and friends. One focus group participant commented that *our son plans our life. His needs drive our life.* Another commented that they and their family member will *discuss it together most of the time* when there is a decision to be made. For one, *right now, I get help from my parents.*

Person Receives Support of Agency (8 comments):

Focus group participants also receive help in planning from agencies that are involved in their lives. Such as one participant who receives help from *my service coordinator, who is helping me get moved in to my apartment.* Another commented that *most service coordinators try to advocate for you and help out your family.* These individuals *can really make an impact in how to work the system* for many people with disabilities.

Persons with DD are Involved with Their Planning Process (7 comments):

A few comments were made by focus group participants indicating that they felt people with developmental disabilities were involved in their planning processes. One participant simply stated that *they ask me what I want to do*. An example is that *in care plan meetings, the clients sit in at the meetings and listen to what is being said, and contributes their thoughts.*

SATISFACTION WITH SERVICES

Survey respondents were asked how they would rate MRDD service coordination/case management services. Figure 36 shows how respondents rated this service. The rating was on a four-point scale (1=Inadequate…4= Excellent). Service coordination was seen as *good* (47.2%) or *excellent* (25.0%) by more than 70% of the respondents.
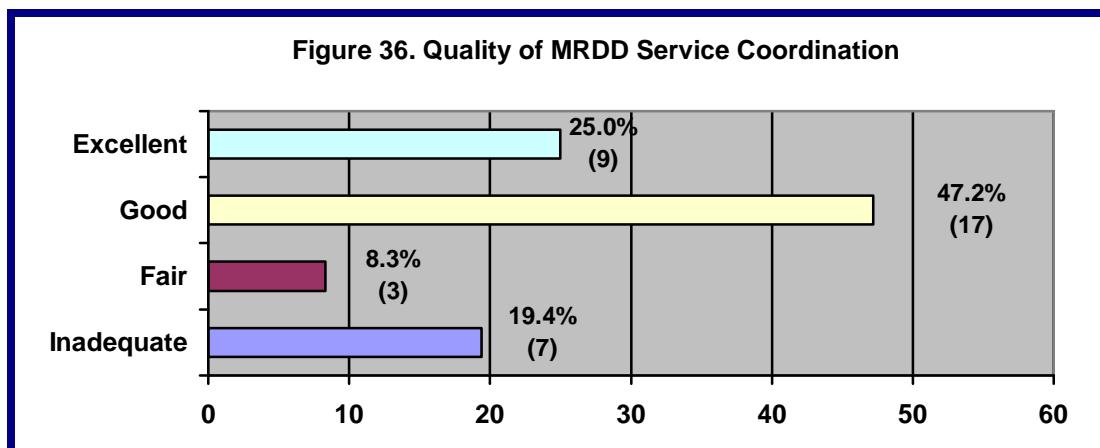
Figure 36. Quality of MRDD Service Coordination

Respondents were also asked to rate the quality of services/supports that they, or others had received from providers in their community. Figure 37 shows how respondents rated the quality of provider services/supports. The rating was on a four-point scale (1=Inadequate…4= Excellent). The quality of provider services/supports was rated as *good* (32.5%) or *excellent* (22.5%), by 55% of the respondents.

Figure 37. Quality of Provider Services/Supports
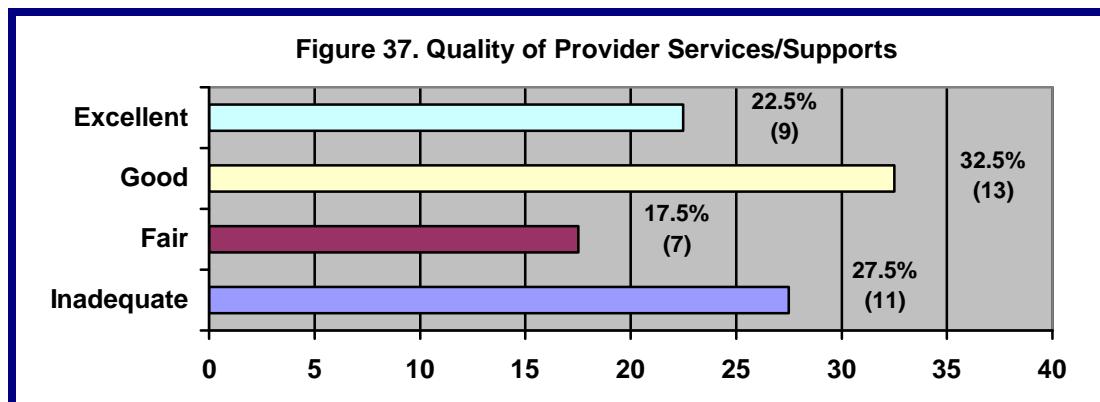
Last Chance Focus Group Discussion From Region VI:

Focus group participants in Region VI were asked *if you could change one thing in your community that would make it better for people with disabilities, what would it be?* The responses to this question are provided in detail in the section below.

Last Chance:

Focus group participants made a few comments about adding *enhancements in services for persons with DD* (12 comments). Related illustrative comments are provided below. The common themes about changes from Region VI are presented in Figure 38.

Figure 38.
Last Chance - Region VI Springfield

Legend:
- Enhancements in services for persons with DD; support expansion of resources that fund and/or provide services.
- Educational systems increase supports for students with DD.
- More community social,/ recreational options for persons with DD.
- Increase community understanding of DD to help address attitudes and perceptions.
- Community employment and support opportunities in the community for persons with DD.

Enhancements in Services for People with DD (12 comments):

Focus group participants identified the need to enhance and support services and resources for individuals with disabilities. One participant stated *I would want them to put back on everything they took off of Medicaid. I have seen too many people who need it.* Another added *Senate Bill 40, I guarantee you, it would be so much better in Stone County if we had that service.* One focus group participant stated *we do not have enough support. We have a service coordinator. I have asked for another one and they have refused.*

Educational Systems Increase Support for Students with Disabilities (10 comments):

A few comments in focus groups conducted in the Region VI area were related to the need for change to the educational systems to increase support for students with disabilities. One focus group participant commented they would change the education system. *Free and appropriate education as provided by law, which my taxes pay for. I am sick of year after year there are giant cuts, slashing vitally needed services for my son.* Another commented *I would change the schools and how they work with the kids.*

More Community and Social/Recreational Options (10 comments):

Focus group participants would add more community and social and recreational options for individuals with disabilities if given the chance. *There are more disabled people out there than we know of. There are people without any services at all, or haven't had the opportunity to get to socialize. I know 4-5 myself that grew up with no social life at all. There was no support to where they could have friendships with kids.*

More recreational and social opportunities are needed as one person stated *to just meet the needs of people with disabilities, no matter what the cost or what it means to us. Give them the best life they can have. Help them feel important in society.*

The MISSOURI PLANNING COUNCIL
For DEVELOPMENTAL DISABILITIES
Region VII: Rolla Council on Developmental Disabilities
Needs Assessment

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Report Prepared For:
The Missouri Planning Council for Developmental Disabilities

January 2006

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PREFACE

The Missouri Planning Council for Developmental Disabilities is a federally-funded, 23-member consumer-driven council appointed by the Governor. Public Law 106-402 mandates the Council to plan, advocate for, and give advice as to programs and services for persons with developmental disabilities to increase their opportunities for independence, productivity, and integration in to communities. The Council's mission is to support communities to include all persons with developmental disabilities in every aspect of life.

The Missouri Planning Council provides partial funding for Regional Advisory Councils across the state. Regional Councils provide grassroots planning and advocacy for improving supports and services for persons with developmental disabilities. This includes serving as an advisory body for the Missouri Department Mental Health, and Division of Mental Retardation and Developmental Disabilities' eleven Regional Centers across the State of Missouri.

In partnership with the Regional Councils, the Missouri Planning Council administered a written survey questionnaire and conducted a series of focus groups throughout the State to facilitate a better understanding of strengths, as well as barriers that self-advocates and families face, in accessing programs, services, and other supports necessary to achieve independence, productivity, and integration in to community life. What is learned from the focus groups and the survey results will assist in the Missouri Planning Council and Regional Councils in their long-range planning and advocacy efforts.

The Missouri Planning Council also wishes to express its gratitude for the assistance of other entities and organizations, committed to serving Missourians with developmental disabilities, in the needs assessment process.

INTRODUCTION

Table 1: Counties

County	# of Returns
Osage	11
Camden	8
Dent	5
Franklin	10
Gasconade	11
Iron	6
Miller	3
Pulaski	12
St. Francois	12
Texas	6
Washington	10

In each of the eleven MRDD Regions in Missouri people with disabilities and their families answered written surveys about different aspects of their life. This included employment, housing, recreation, and education to name a few. These surveys were conducted in all of the counties in Missouri. Table 1 lists the counties in the Rolla Region and the number of returns that were received from each county. Table 2 represents the MRDD Regions.

Table 2: Regions
Region I: Albany - Council on DD
Region II: Kirksville - Planning and Coordinating Council for DD
Region III: Hannibal - DDA Council of Missouri
Region IV: Kansas City - Metropolitan Council on DD
Region V: Joplin - Council on DD
Region VI: Springfield - Council on DD
Region VII: Rolla - Council on DD
Region VIII: Poplar Bluff - Disability Council of the Ozarks
Region IX: Sikeston: Regional Council on DD
Region X: Central Missouri - Council on DD
Region XI: St. Louis - Gateway Regional Advisory Council

Written Survey Respondents:

The majority of the respondents in the Rolla Region were family members (66.0%). There were 32 responses from persons with a disability (34.0%). Of the 94 participants that returned the survey, all of the respondents indicated whether they were a *family member* or a *person with a disability*. Figure 1 presents these findings.

The majority of the respondents indicated that they received services through the Division of Mental Retardation/Developmental Disabilities or some other source (60.6%). Slightly less than 40% did not receive these services. Of the 94 participants that returned the survey, all of the respondents indicated whether they *received or didn't receive* services, (See Figure 2.)

Figure 1: Written Survey Respondents
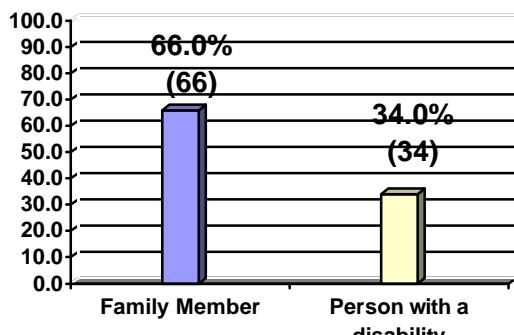
Missing = 0

Figure 2: Respondents Receiving Services
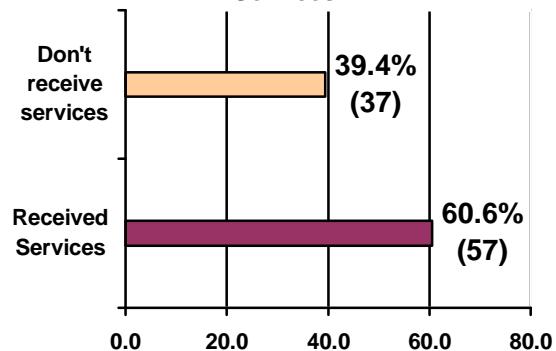
Missing = 0

Focus Group Respondents:

In addition to the written surveys, 13 focus groups were held in the Region VII area. There were 113 individuals who participated in the focus groups, 33.6% (38) were individuals with a developmental disability, and the other 66.4% (75) were family members. Approximately half (54%) of the focus group participants received services. The following summarizes the results of both the written surveys and the focus groups.

EMPLOYMENT ISSUES

Survey respondents were asked to rank where adults with disabilities work/spend their day in the community. The options were (1) non-employment situations; (2) sheltered employment; (3) community employment with paid supports; and (4) regular job in the community. (See Table 3.)

Table 3. Most and Least Likely Place to Work

Item	Non-Employment Situation	Sheltered Employment	Community Employment with Paid Supports	Regular Job in the Community
Where do adults with disabilities work/spend their day in your community	24 (34.8%)	31 (44.9%)	2 (2.9%)	12 (17.4%)
Where do adults spend the Least amount of time	6 (9.2%)	4 (6.2%)	5 (7.7%)	50 (76.9%)

The respondents were also asked whether the different types of employment opportunities were (1) inadequate; (2) fair; (3) good; or (4) excellent. Table 4 presents the findings. Of the four employment options, sheltered employment services were rated as most adequate (mean of 2.80) and regular jobs in the community were rated as least adequate (mean of 1.49).

Table 4. Adequacy of Employment Settings

Item	Inadequate	Fair	Good	Excellent	Mean
Regular job in the community (37)	24 (64.9%)	8 (21.6%)	5 (13.5%)	0 (-)	1.49
Community Employment with paid support (59)*	22 (37.3%)	15 (25.4%)	17 (28.8%)	5 (8.5%)	2.08
Sheltered Employment (69)*	10 (14.5%)	13 (18.8%)	27 (39.1%)	19 (27.5%)	2.80
Non-employment situation (59)*	18 (30.5%)	16 (27.1%)	15 (25.4%)	10 (16.9%)	2.29
*Scale: 1=Inadequate….4=Excellent *Total number responding*					

Figure 3 reflects respondents rating of the opportunities for regular or supportive employment for people with disabilities in their community. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for employment in the community was seen as *fair* to *inadequate* by 71.5% of those who responded to the question.

Figure 3. Regular or Supported Employment Opportunities

Category	Value
Excellent	7.1% (5)
Good	21.4% (15)
Fair	32.9% (23)
Inadequate	38.6% (27)

(Horizontal axis: 0, 10, 20, 30, 40, 50)
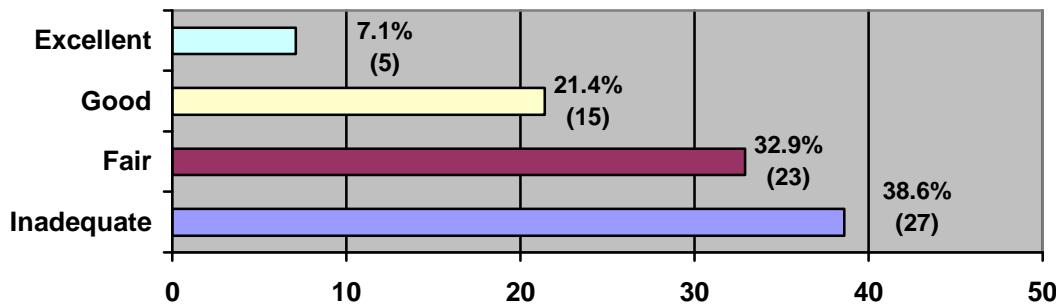
Employment Focus Group Discussion In Region VII:

Focus group participants from the Region VII-Rolla service area were asked to discuss the issues they have with employment, including: 1.) the problems and challenges they have experienced in getting employment, and 2.) the help and support they need to gain employment. Issues concerning employment are below in detail.

Employment Problems and Challenges:

The focus group participants from the Region VII service area discussed the problems they have experienced related to employment. The most common employment problem in the Region VII service area was the fact that there are *few or no job opportunities* (9 comments). Another common challenge is *employer perceptions, attitudes, and lack of understanding* (8 comments). Related

Figure 4. Employment Challenges/Problems Region VII Rolla

Frequency values: 9, 8, 7, 6, 4, 4

Legend:
- Few or no job opportunities
- Employer perceptions, attitudes, and lack of understanding
- Lack of access to transportation issues
- Concern with capacity of employment provider agencies/system
- Lack of employer supports, including accessibility and accommodations
- Limited/no access to Medicaid and other benefits

illustrative comments are provided in detail in the section below. Top themes related to employment are provided in detail in Figure 4.
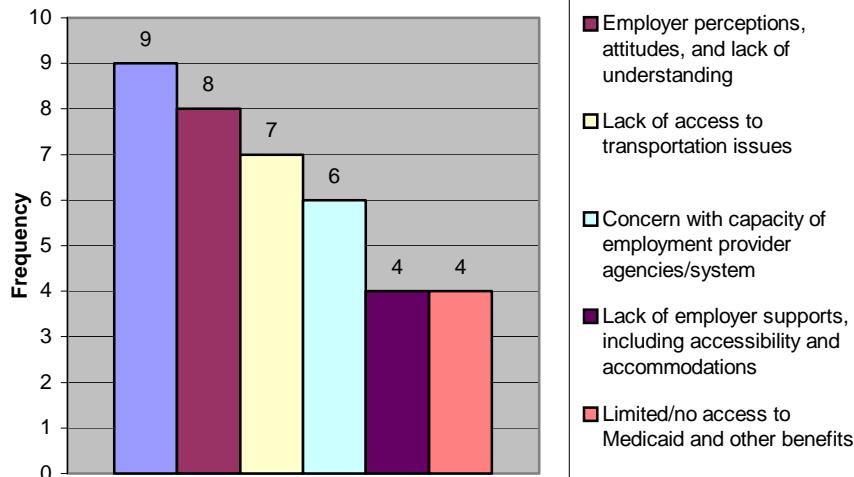
Few or No Job Opportunities (9 comments):

The focus group participants in the Region VII service area discussed the lack of employment opportunities in their area. One participant commented that there was *a lack of a variety of jobs available* in their community. Others echoed this comment *opportunities are very limited in Osage County. Most people have to go to the sheltered workshop in Jefferson City.*

Employer Perceptions and Attitudes (8 comments):

There are challenges to finding jobs because of employer perceptions and attitudes about people with disabilities. One problem, according to a focus group participant is that *some employers are uneducated about disabilities. They misunderstand things. They are afraid of liabilities.* Another focus group participant stated that a problem was that *companies don't understand people with disabilities and how to hire them.*

Employment Help and Supports:

Focus group participants in the Region VII-Rolla service area also discussed the types of help and support they have received for employment. One common type of support was *employment supports through public and private organizations* (7 comments). Some illustrative comments are included in detail in the section below. The related themes are provided in detail in Figure 5.

Figure 5.
Emplyment Help/Support
Region VII Rolla

Legend:
- Employment supports through public/private county and local organizations and providers.
- Jobs located (or being sought) through non-paid supports
- Community employment with paid supports.
- Sheltered workshop employment.
- Employers learned the benefits of hiring persons with DD.
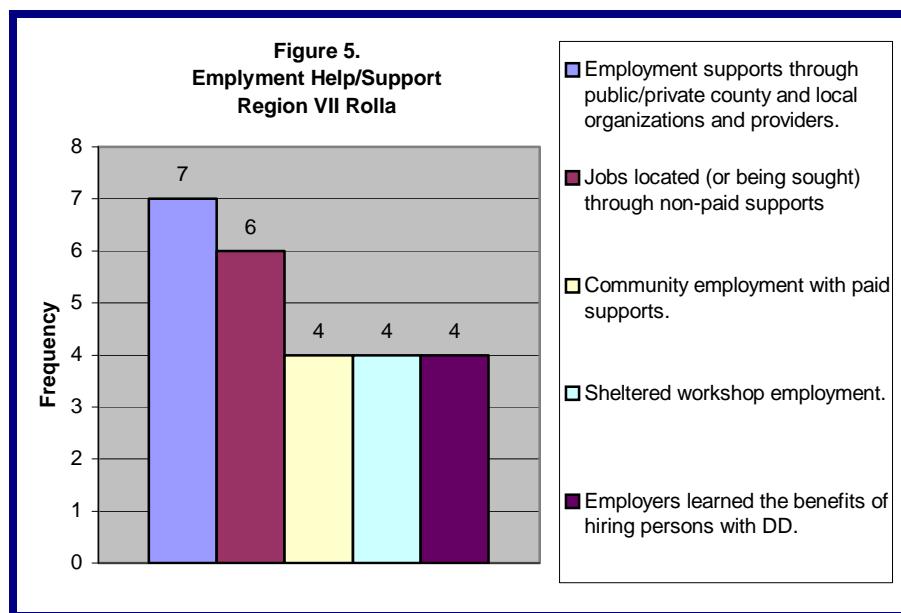
Employment Supports Through Public/Private Organizations (7 comments):

One focus group participant discussed their personal experience obtaining a job through typical supports. The following example was shared. *Job shadowing provided by Choices for People has permitted some employers to see how valuable disabled employees can be, and they have given them jobs after the shadowing ended.*

RESIDENTIAL SETTING ISSUES

The next section examined was residential settings. The respondents were asked to identify where people with disabilities in their community were most likely to live: (1) a place of their own; (2) at home with family and friends; (3) group home; or (4) large segregated facilities. The majority (50.0%) noted that most were likely to live at home with family or friends. People with disabilities were least likely (40.8%) to live in large segregated facilities, or a place of their own (43.4%). (See Table 5.)

Table 5. Most and Least Likely Place to Live

Item	Place of their own	At home with family/friends	Group home	Large segregated facilities
Where most likely to live	11 (14.3%)	52 (67.5%)	13 (16.9%)	1 (1.3%)
Where least likely to live	33 (43.4%)	2 (2.6%)	10 (13.2%)	31 (40.8%)

The availability of residential settings was assessed on a four-point scale: (1=Not Available…4=Very Available). Of those who rated the availability of a *place of their own* (58), 20.7% responded as *not available*, while 63.8% indicated that they were *somewhat available*. The most available residential setting was *at home with family/friends* (mean 3.27*),* with *group homes* being the next most available (mean 2.13). Few respondents indicated *large segregated facility* as being available. (See Table 6.)

Table 6. Availability of Housing/Living Settings

Item	Not available	Somewhat available	Most available	Very available	Mean
Place of their own (58)*	12 (20.7%)	37 (63.8%)	4 (6.9%)	5 (8.6%)	2.03
At home with family/friends (70)*	1 (1.4%)	6 (8.6%)	36 (51.4%)	27 (38.6%)	3.27
Group home (62)*	14 (22.6%)	33 (53.2%)	8 (12.9%)	7 (11.3%)	2.13
Large segregated facilities (42)*	29 (69.0%)	9 (21.4%)	2 (4.8%)	2 (4.8%)	1.45
*Mean: 1=Not available…4=Very available *Total number responding*					

Figure 6 shows how respondents rated the opportunities for community-based housing/living options. The rating was on a four-point scale (1=Inadequate… 4= Excellent). Opportunity for community-based housing/living was rated as

Figure 6. Community-Based Housing/Living Opportunities

Rating	Value
Excellent	8.5% (5)
Good	18.6% (11)
Fair	23.7% (14)
Inadequate	49.2% (29)

fair (23.7%), or *inadequate* (49.2%) by over 70% of the respondents.
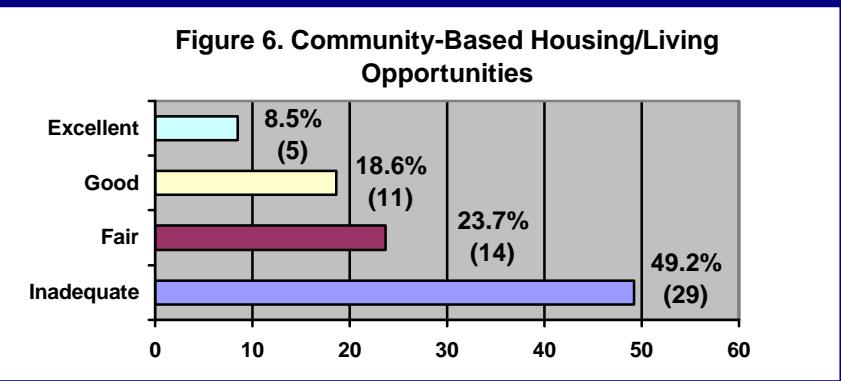
Housing Focus Group Discussion In Region VII:

The focus groups in the Region VII-Rolla service area discussed issues related to housing such as 1.) Problems and challenges experienced in finding a place to live; and 2.) Helps and supports received for housing. Housing related issues discussed in the focus groups in Region VII are presented below.

Housing Problems and Challenges:

Many of the focus group participants had experienced problems and challenges trying to obtain housing. The most common theme for Region VII is the *lack of accessible affordable housing* (22 comments). Illustrative comments as they relate to the lack of accessible affordable housing are included below. Common housing problems and themes from Region VII focus groups are presented in Figure 7.

Figure 7. Housing Problems/Challenges - Region VII Rolla

Category	Value
Lack of accessible, affordable, safe housing in the community.	22
Need more in-home supports and services.	11
Need more resources for more group homes and ISLs.	4
Systems issues affecting housing supports and services.	2

7
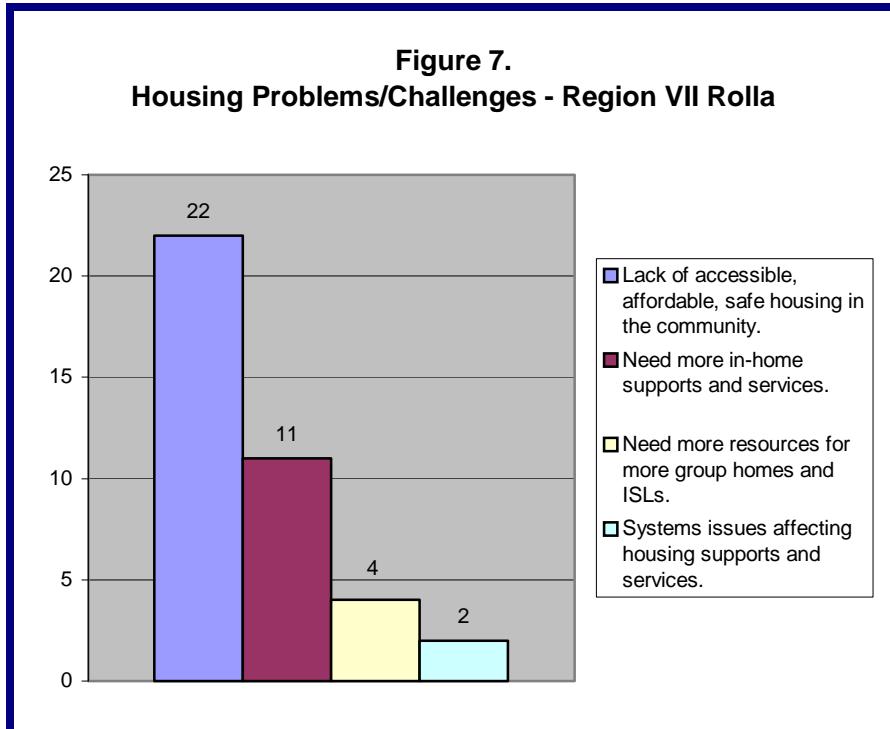
Lack of Accessible Affordable Housing (22 comments):

There is a lack of housing that is affordable or accessible in the Region VII-Rolla service area. As one focus group participant stated, *housing is very limited* in the area. Other comments from the focus groups in Region VII relating to the lack of affordable housing are included in detail below.

Affordable Housing is Needed: People with disabilities cannot afford the housing that is available to them. As one focus group participant stated, *because most people with disabilities have fixed incomes, we cannot afford apartments and we are stuck. Even though I am working, I can't afford my apartment, and I can't afford to move either.* Others agreed *affordable housing is very limited. You have to take what you can get.*

Accessible Housing Is Needed: Housing that is accessible is a need in the Region VII-Rolla service area. One focus group participant discussed the problem. *We own our own home. The problem is not housing, it is accessibility. Very little low income housing and some is not safe. We have no organized effort to help people find housing and there are no assisted living areas here.* Another problem is that *modifications are costly.* There is an insufficient number of housing opportunities, and inadequate housing for wheelchair ramps according to one individual. Other comments related to accessible equipment are listed below.
- *Cabinets and vanities are built too high for wheelchair bound people to use even in the accessible apartments.*
- *Having accessible homes for wheelchair users.*
- *Lack of wheelchair accessible showers.*

Need More In-Home Supports and Services (11 comments):

More supports and services that allow individuals with disabilities to stay in their homes are needed. One focus group participant discussed the difficulties experienced in trying to obtain these types of supports. *I have my own home, but I have problems hiring help in my home. There is little availability of help. When I've hired people, they have not been dependable.* Another problem is the *lack of Medicaid Waiver slots to use for housing or respite.*

Housing Support and Help:

Housing supports and help that people have received were also discussed in focus groups in Region VII. One type of support received is from *service providers assisting with supports for housing* (7 comments). Illustrative comments about this are provided in detail below. The housing support themes are presented in Figure 8.

Figure 8.
Housing Help/Support - Region 7 Rolla

Legend:
- Service providers assisting with supports for housing.
- Persons living in their own home in the community with generic or paid supports.
- Public programs, resources, and organizations that help with housing (i.e. HUD programs).
- Support from family with planning community housing options.
- Received important information about housing resources and options.
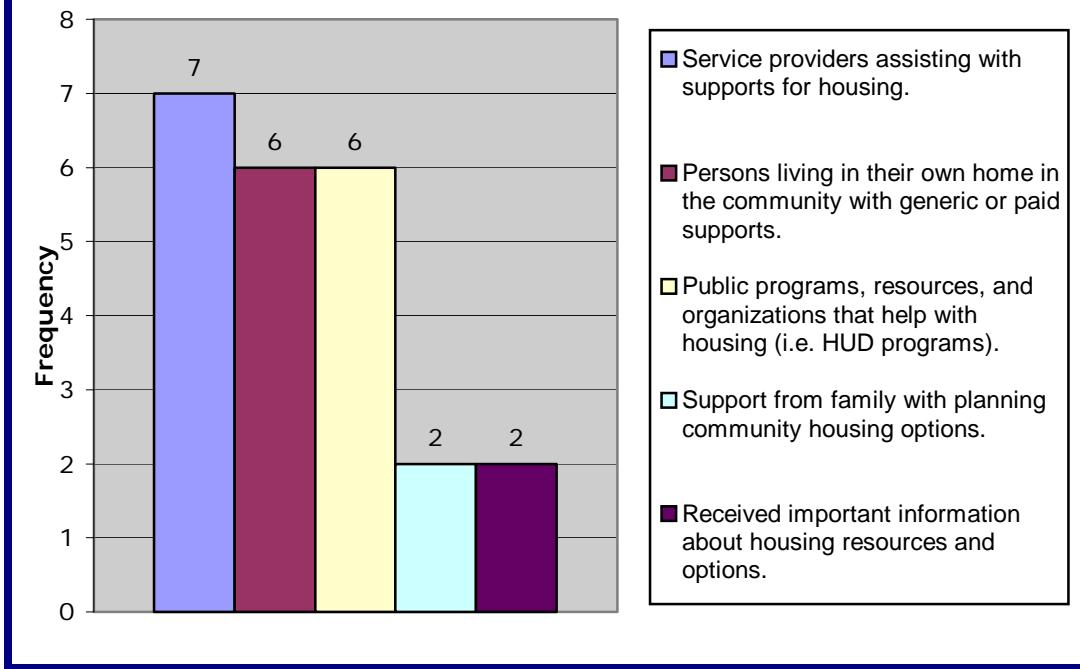
Service Providers Assisting With Supports for Housing (7 comments):

Some focus group participants receive support for housing from service providers. One participant gave the example of their son who has staff that *cared for our son in a mobile home. He loves it.* A service provider present at the focus group also discussed support for housing, *I have recently gone to work as a home care worker, and the service I work for can assist people to remain in their homes.*

TRANSPORTATION ISSUES

The next area that was discussed on the survey was transportation issues. Four types of transportation were examined: (1) special transportation; (2) public transportation; (3) family and friends; and (4) self-transportation. Very few noted that people with disabilities in their community were likely to use *self-transportation* (1.3%). Most respondents reported that the most likely use was *public transportation* (67.5%). (See Table 7.) The least likely types of transportation were Special Transportation (43.4% and Self-transportation (40.8%).

Table 7. Most and Least Likely Transportation To Be Used

Item	Special Transportation	Public Transportation	Family and Friends	Self-transportation
Most likely used	11 (14.3%)	52 (67.5%)	13 (16.9%)	1 (1.3%)
Least likely used	33 (43.4%)	2 (2.6%)	10 (13.2%)	31 (40.8%)

9

The adequacy of transportation options was assessed on a four-point scale (1=Inadequate… 4=Excellent). Of those rating *special transportation*, over 50% rated it as *inadequate*. Of those who rated *public transportation*, over 50% felt it was either *inadequate* or *fair*. *Self transportation* was rated highest with 73.5% rating it as *excellent*. Table 8 presents the findings.

Table 8. Adequacy of Transportation

Item	Inadequate	Fair	Good	Excellent	Mean
Special transportation (68)*	37 (54.4%)	4 (5.9%)	5 (7.4%)	22 (32.4%)	2.18
Public transportation (78)*	6 (7.7%)	36 (46.2%)	27 (34.6%)	9 (11.5%)	2.50
Family and friends transportation (66)*	33 (50.0%)	8 (12.1%)	7 (10.6%)	18 (27.3%)	2.15
Self transportation (49)*	9 (18.4%)	2 (4.1%)	2 (4.1%)	36 (73.5%)	3.33
1=Inadequate…4=Excellent *Total number responding					

Figure 9 shows how respondents rated community-based transportation opportunities for people with disabilities. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based transportation was rated as *fair* (23.7%) or *inadequate* (49.2%) by over 72% of the respondents.
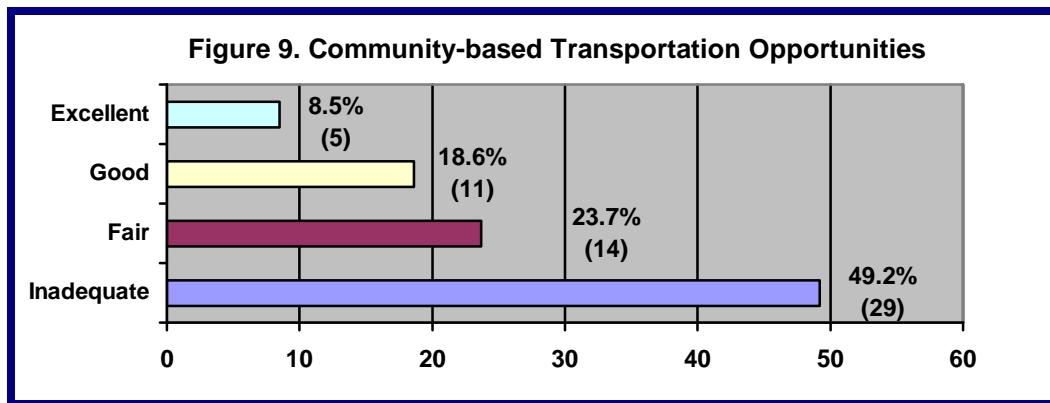

Figure 9. Community-based Transportation Opportunities

- Excellent: 8.5% (5)
- Good: 18.6% (11)
- Fair: 23.7% (14)
- Inadequate: 49.2% (29)

Transportation Focus Group Discussion in Region VII:

Focus group participants in Region VII discussed issues related to transportation including 1.) Problems and challenges, and 2.) Help and support received for transportation. Discussion of transportation issues as it relates to the focus groups conducted in Region VII, are provided in detail below.

Transportation Challenges/Problems:

Focus group participants discussed some of the challenges and problems they have experienced trying to obtain transportation. The most common theme among the focus groups had to do with *availability of transportation and transportation options* (25 comments). Illustrative comments are provided in detail below. Top themes in transportation challenges are presented in Figure 10.

Figure 10.
Transportation Challenges/Problems -
Region VII Rolla

A bar chart titled "Figure 10. Transportation Challenges/Problems - Region VII Rolla". The y-axis is labeled "Frequency" ranging from 0 to 30. Four bars are shown with values: 25, 7, 6, and 3. Legend: Availability and transportation options, especially in rural areas (25); Cost to meet transportation needs (7); Vehicle accessibility (6); Issues with insurance/liability for transportation providers (3).
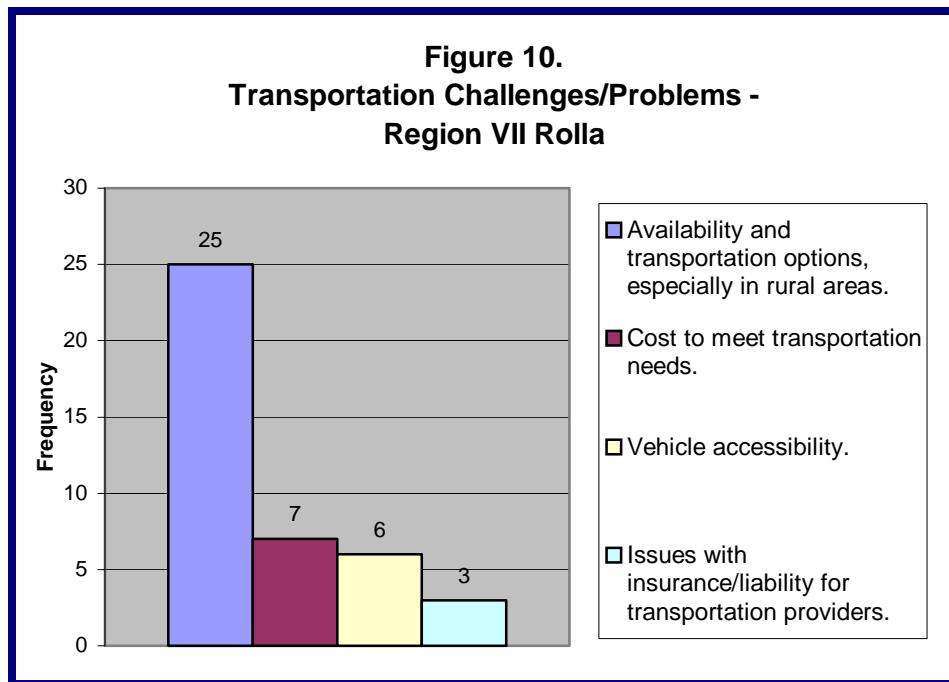
Availability and Transportation Options (25 comments):

Transportation availability and options are lacking. This is especially true in some rural settings. According to on focus group participant in the Region VII service area, transportation is *the most significant challenge of all, and it has impacted all other areas of life.* Other comments about transportation availability are included in detail below.

> *No Transportation in Rural Areas:* There is a lack of transportation and transportation options in rural areas. One focus group participant commented *I feel transportation is inadequate especially if the disabled persons resides outside of the city limits.* Others agreed with this, *we have no transportation. We would have to get her* [our family member] *to Owensville if she was going to work at the Sheltered Workshop. We were told it might be better if we were to move to the city.*

Lack of Transportation Options: Transportation options for individuals with disabilities are lacking in the Region VII service area. In one area, *there is nothing available in the evenings or weekends. The cabs stop at 6 pm, and they don't run over the weekends. The local transportation is the same as the cabs.* In Rolla, *the SMTS bus only runs three times per week.*

Transportation Help and Support:

Focus group participants in the Region VII-Rolla service area discussed the types of help and support they had received for transportation. A majority of comments were about *transportation resources offered through community agencies* (6 comments). Illustrative comments are provided below. The common themes from the focus group discussion on transportation help and support are presented in Figure 11.

Figure 11.
Transportation Help/Support - Region VII Rolla

Bar chart showing frequency of transportation help/support themes. Y-axis labeled "Frequency" ranging from 0 to 7.

- Transportation resources offered through community agencies and organizations: 6
- Various public transportation providers or collaborations: 4
- Specialized transportation services for persons with disabilities: 2
- Initiatives/projects to expand transportation services to communities: 2
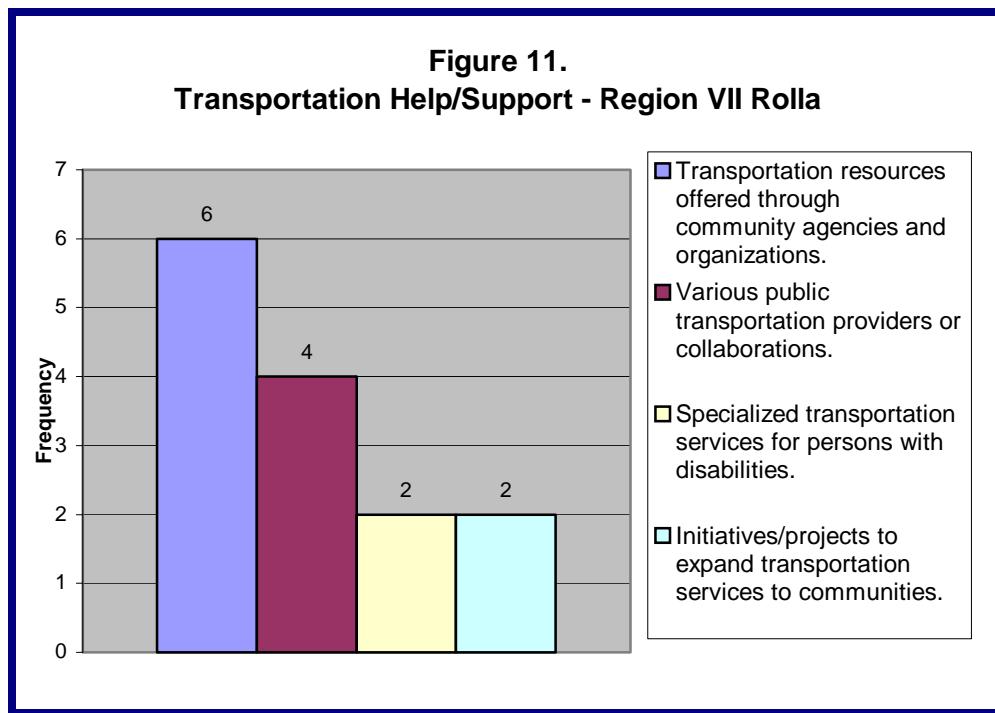
Transportation Resources Offered Through Community Agencies (6 comments):

Focus group participants receive transportation support from a variety of different community agencies. One focus group participant commented that *Enrichment Services* in their area *has SMTS, which has disability services.* Another commented that the *State School in Jefferson City brings a school bus to Osage County to pick up students.*

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Various Public Transportation Providers or Collaborations (4 comments):

A few focus group participants commented that they received support for transportation from public transportation providers or collaborations. These comments included the following:

- *Gasconade County has a contract with OATS for transportation to and from the sheltered workshop.*
- *The workshop contracts with SMTS to provide transportation.*
- *In this community, PCSW buses, Choices for People buses, OATS and Logisticare are the only options outside of the family.*
- *OATS van and Osage County Special Services van transport individuals to the workshop in Jefferson City.*

CHILDCARE ISSUES

Respondents were asked to identify the childcare option used most and least in their community by families who have a child with a disability. The childcare options given in the survey included: (1) regular childcare; (2) segregated or special childcare; and (3) family or friends. Most noted that *family or friends* were the *most likely* choice for childcare (75.4%). Few (5.8%) saw *segregated or special childcare* as the *most likely choice*, and over 50% saw *regular childcare* as the *least likely choice*. (See Table 9.)

Table 9. Most and Least Likely Child Care Choice

Item	Regular childcare	Segregated or special childcare	Family or friends
Most likely childcare	13 (18.8%)	4 (5.8%)	52 (75.4%)
Least likely childcare	35 (55.6%)	24 (38.1%)	4 (6.3%)

The adequacy of childcare options was assessed on a four-point scale (1=Inadequate… 4=Excellent). The lowest rating was for *segregated childcare*, which received a mean rating of 1.70. Over one half of the respondents rating this option rated this setting as *inadequate*. The highest rating was for *family childcare* (mean of 2.94). Over three-quarters of those rating this option rated this type of childcare as *good* or *excellent*.

Table 10. Adequacy of Child Care

Item	Inadequate	Fair	Good	Excellent	Mean
Regular childcare (60)*	26 (43.3%)	15 (25.0%)	15 (25.0%)	4 (6.7%)	1.95
Segregated childcare (54)*	32 (59.3%)	11 (20.4%)	6 (11.1%)	5 (9.3%)	1.70
Family childcare (66)*	1 (1.5%)	14 (21.2%)	39 (59.1%)	12 (18.2%)	2.94
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 12 reflects how respondents rated the opportunities for community-based childcare for families with a child who has a disability. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based childcare for children with disabilities was rated as *inadequate* by 58.9% of the respondents, and *good* by 19.2%.
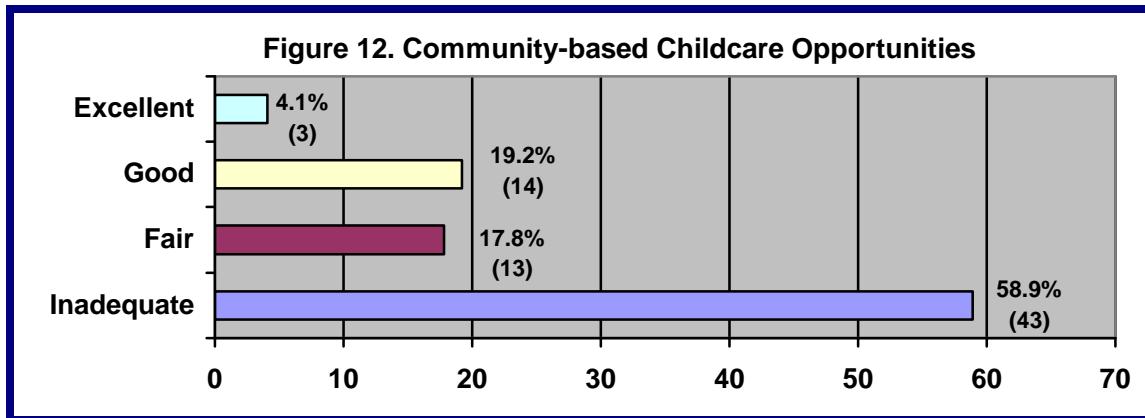
Figure 12. Community-based Childcare Opportunities

Rating	Percentage (count)
Excellent	4.1% (3)
Good	19.2% (14)
Fair	17.8% (13)
Inadequate	58.9% (43)

Childcare Focus Group Discussion in Region VII:

Focus group participants discussed the problems and challenges they have experienced in trying to obtain childcare for their child with a disability. In addition, the focus groups also examined the types of childcare helps and supports available. This section presents the findings from focus groups in the Region VII-Rolla service area in detail.

Childcare Problems:

Participants in the focus groups conducted in Region VII discussed the challenges and problems they experienced in trying to obtain childcare. One common theme that emerged from the focus groups was that there are *few or no options for childcare* (10 comments). Illustrative comments related to the top common childcare

Figure 13. Childcare Problems - Region VII Rolla

Frequency values:
- Few or no options for childcare: 10
- Lack of providers, or sitters with specialized skills to support kids with a disability: 6
- Systems requirements may limit childcare services: 6
- Reductions in childcare funding, services and/or programs: 5
- Excessive costs for childcare: 4
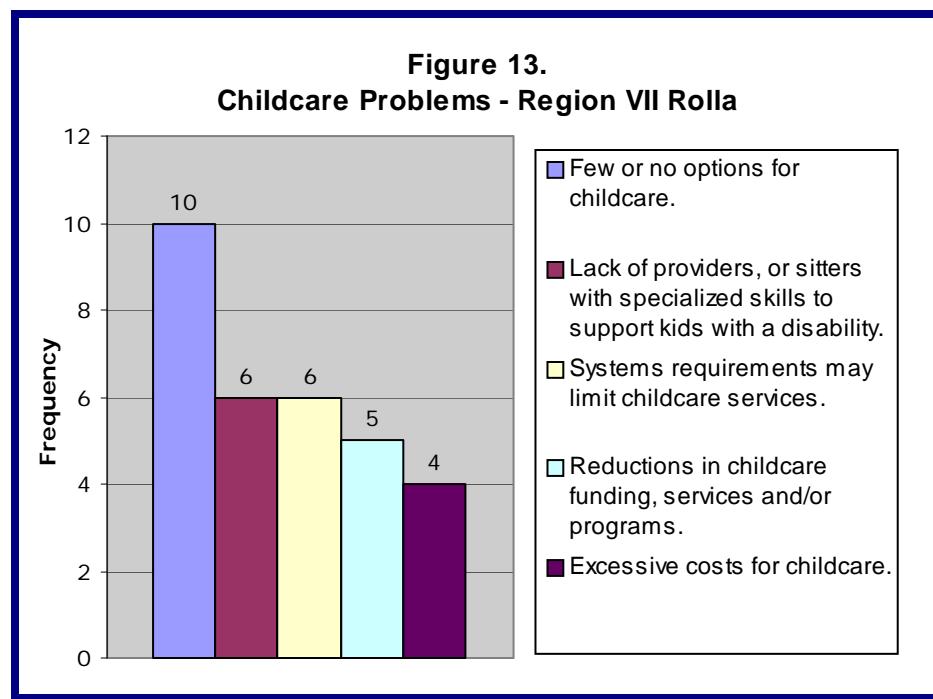
problems are provided below. Themes from the focus groups in Region VII as relates to childcare problems are presented in Figure 13.

14

Few or No Options for Childcare (10 comments):

Focus group participants in Region VII stated that there were not many options for childcare. One focus group participant commented that *there isn't really a day care that cares for children with disabilities* in their area. Others agreed with this statement. There are *limited daycares for children with disabilities. There are only two in Farmington that take children with disabilities.* Focus group participants feel that *it would be nice to have an organized childcare program for children with special needs, even if it is just a drop-off for evenings for a few hours, or weekends for a few hours.*

Lack of Providers with Specialized Skills (6 comments):

Participants indicated that many of the providers of child care services lack the skills to care for children with disabilities. In Region VII *there is no childcare available for the disabled children, as they don't know how to deal with the disabilities.* Another focus group participant added that *if a provider doesn't understand differences, then they are afraid to care for them. Babysitters are scared to work with the disabled. There is a lack of training available so that willing people can learn how to care for disabled children.*

Systems Requirements Limit Child Care Services (6 comments):

System requirements often limit or hinder services for child care. One example of how the system limits child care services was provided by a focus group participant in Region VII. *Children with disabilities "age out" of stuff, but yet need same services.* Another example included: *my son is 17 years old. I have to hire someone to come to the house. The magic age is 11 for the latch key programs. He is too old. Also, the programs won't work with people who have autism.*

Childcare Help and Support:

Focus group participants in the Region VII service area discussed the types of help and support they had received for childcare. There were only a few comments made about help and support with childcare. These comments mostly related to support received from friends and family members (5 comments). Some illustrative comments of this are included below. The common themes about childcare help and support are provided in detail in Figure 14.

**Figure 14.
Childcare Help/Support - Region VII Rolla**

Legend:
- Family/friends assist with arranging or providing childcare services.
- Support from inclusive childcare providers.
- Received respite supports.
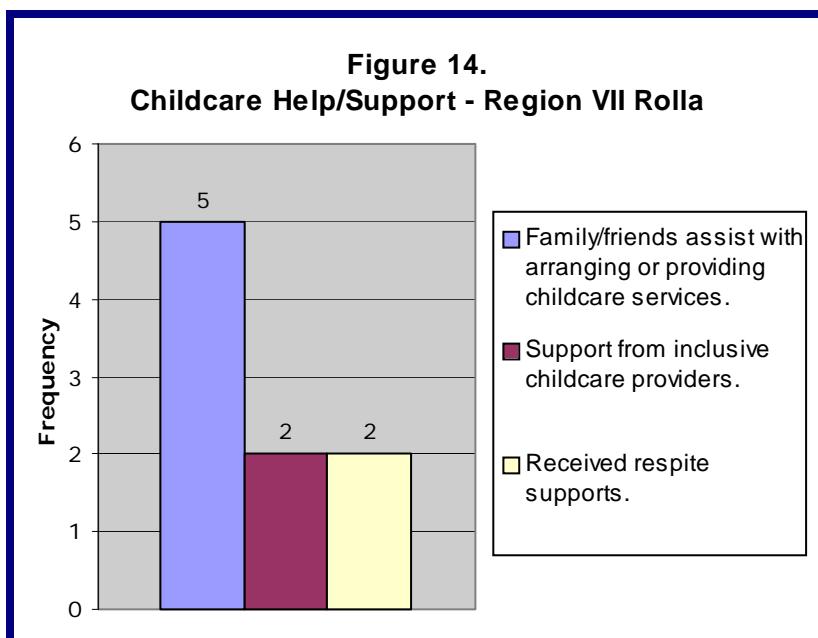
Family and Friends Assist with Arranging Childcare Services (5 comments):

Many people rely on family and friends to provide child care assistance and help. In one instance a family received financial assistance for having a family friend provide child care. The *Osage County Family Friends program pays a family friend to watch your child.* Another focus group participant commented that they had created *a support group*, and they *take turns watching the children.*

EARLY INTERVENTION SERVICE ISSUES

The next section of the survey examined issues related to early intervention programs or services. The programs that the survey focused on were: (1) First Steps; (2) special needs pre-school; (3) Head Start; (4) regular pre-school; and (5) therapies. *First Steps* was indicated as the *most likely* to be used by 45.2% of the survey respondents. *Special needs pre-school* and *regular pre-school* were identified as *least likely* to be used by 29.5% of the respondents.

Table 11. Most and Least Likely Early Intervention Service Choices

Item	First Steps	Special needs pre-school	Head Start	Regular pre-school	Therapies
Child services	28 (45.2%)	4 (6.5%)	21 (33.9%)	4 (6.5%)	5 (8.1%)
Child services least likely	10 (16.4%)	18 (29.5%)	4 (6.6%)	18 (29.5%)	11 (18.0%)

The adequacy of early intervention services was rated on a four-point scale (1=Inadequate…4=Excellent). Head Start (2.76) and First Steps Infants and Toddler programs (2.75) received the highest mean ratings. Table 12 presents the data.

Table 12. Adequacy of Early Intervention Services

Item	Inadequate	Fair	Good	Excellent	Mean
First steps/infant-toddler programs (56)*	10 (17.9%)	9 (16.1%)	22 (39.3%)	15 (26.8%)	2.75
Special needs pre-school (53)*	14 (26.4%)	12 (22.6%)	22 (41.5%)	5 (9.4%)	2.34
Head Start (45)*	1 (2.2%)	16 (35.6%)	21 (46.7%)	7 (15.6%)	2.76
Regular pre-school other than Head Start (50)*	12 (24.0%)	22 (44.0%)	13 (26.0%)	3 (6.0%)	2.14
Therapies (50)*	9 (18.0%)	15 (30.0%)	14 (28.0%)	12 (24.0%)	2.58
Scale: 1=Inadequate…4=Excellent *Total number responding					

Figure 15 shows how respondents rated the availability of early intervention services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Approximately 75% of the respondents saw early intervention services as *mostly available* (44.8%)or *somewhat available* (31.0%).
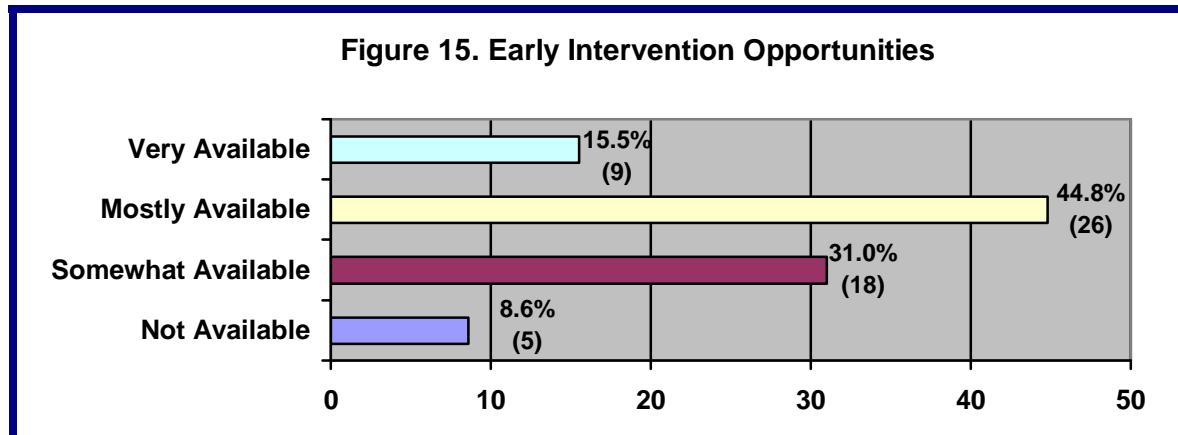
Figure 15. Early Intervention Opportunities

Rating	Percentage (Count)
Very Available	15.5% (9)
Mostly Available	44.8% (26)
Somewhat Available	31.0% (18)
Not Available	8.6% (5)

Early Intervention Focus Group Discussion in Region VII:

Focus group participants in the Region VII service area discussed the ways that early intervention services and supports had helped to enhance the potential of children before they entered school. Early intervention and related issues are presented in detail below.

Early Intervention Services and Supports:

Focus group participants are getting early intervention services and supports from a variety of different entities. One common source for early intervention is through the *First Steps program and other infant toddler programs that provide early intervention supports* (12 comments). Some illustrative comments from the top common themes are provided below in detail. The common themes about early intervention are presented in Figure 16.

Figure 16. Early Intervention Service/Supports Region VII Rolla

Frequency values: 12, 9, 5, 5

Legend:
- First Steps program and other infant/toddler programs provided early intervention supports.
- Other community resources (e.g. churches, civic organizations) supporting early intervention services.
- Head Start assisted in preparing child for school.
- Parents as Teachers program offered supports for the child and family.

17
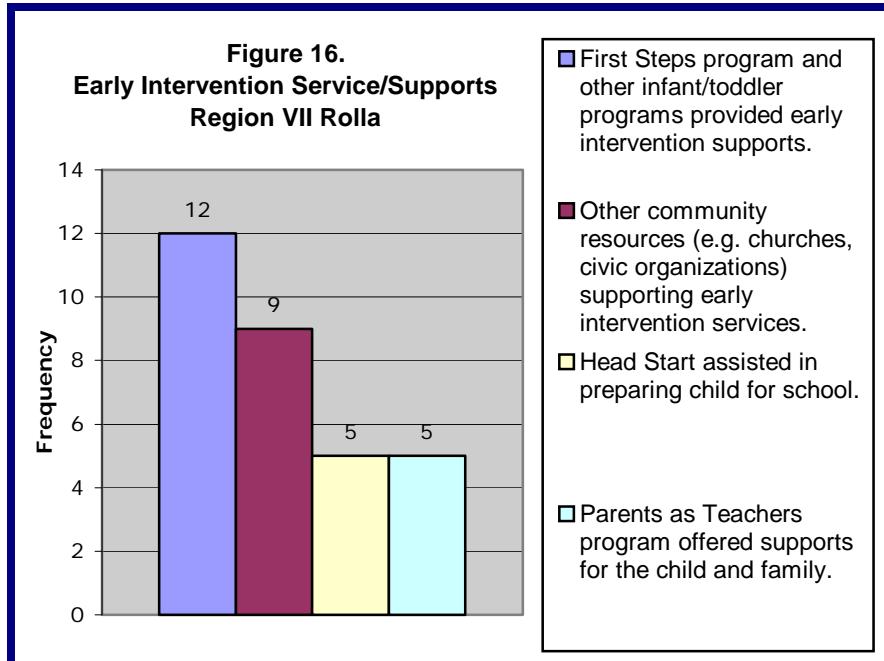
First Steps Program and Other Infant Toddler Programs (12 comments):

The focus group participants in Region VII received early intervention services and assistance through programs for infants and toddlers such as First Steps. One focus group participant stated *First Steps is great. My daughter wasn't a social child and was delayed in some ways. It helped her tremendously.* Another focus group participant commented *First Steps is a great program. Early therapies make a huge difference in how far a developmentally disabled child can go in developing to their full potential.*

Other Community Resources (9 comments):

Focus group participants in the Region VII area also received help and support for early intervention services through other types of community resources. One participant provided an example. *We have well baby clinics and Women, Infants and Children (WIC).* Another commented that their local *hospital first linked us up* to early intervention services.

EDUCATIONAL SERVICE ISSUES

The survey respondents were asked what type of school services were most and least likely to be used. The types of educational services were: (1) included in regular public school education; (2) special public school education; (3) state school education; and (4) private home education. None used *private/home education* (0%). Respondents indicated that the most often used educational service was *special public school education* (37.7%). The least likely to be used was *private/home education.* (See Table 13.)

Table 13. Most and Least Likely Educational Services Choices

Item	Included in regular public school education	Special public school education	State school education	Private/home education
What types of educational programs most likely to use	18 (29.5%)	23 (37.7%)	16 (26.2%)	4 (6.6%)
What types of educational programs least likely to use	19 (31.1%)	5 (8.2%)	11 (18.0%)	26 (42.6%)

The adequacy of educational services was rated on a four-point scale (1=Inadequate…
4=Excellent). The highest rated educational type was *special public school education* (mean of
2.82). The lowest was *private home education* (mean of 1.86). Table 14 presents the findings.

Table 14. Adequacy of School Services

Item	Inadequate	Fair	Good	Excellent	Mean
Included in regular public school education (59)*	3 (5.1%)	26 (44.1%)	20 (33.9%)	10 (16.9%)	2.63
Special public school education (55)*	6 (10.9%)	13 (23.6%)	21 (38.2%)	15 (27.3%)	2.82
State school (32)*	10 (31.3%)	6 (18.8%)	11 (34.4%)	5 (15.6%)	2.34
Private-home education (28)*	14 (50.0%)	7 (25.0%)	4 (14.3%)	3 (10.7%)	1.86
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Respondents were asked to rate the availability of (1) inclusive educational opportunities;
(2) transition services; and (3) post-high school opportunities in their community. Figures 17-19
detail the results.

Figure 17 shows how respondents rated the availability of inclusive educational services
in their community. The rating was on a four-point scale (1=Not Available…4= Very
Available). *Inclusive educational opportunities* were seen as *somewhat available* or *mostly
available* by over 77% of the respondents.
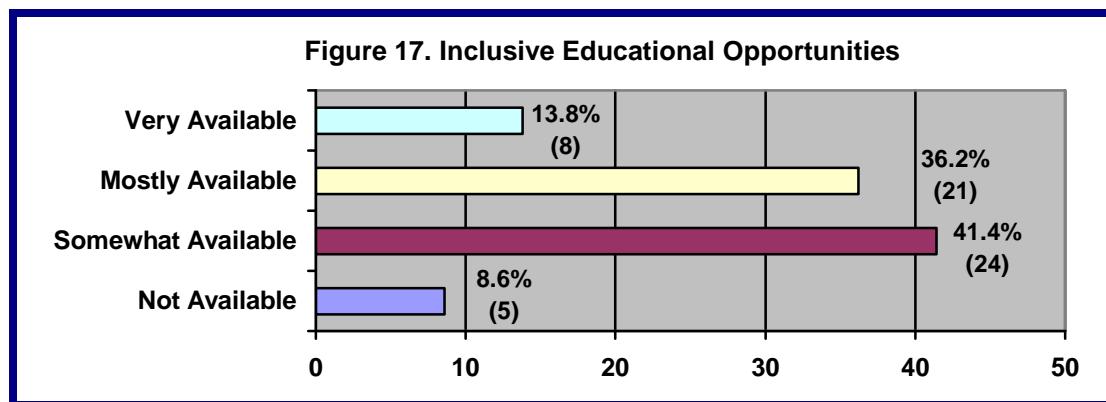
Figure 17. Inclusive Educational Opportunities

- Very Available: 13.8% (8)
- Mostly Available: 36.2% (21)
- Somewhat Available: 41.4% (24)
- Not Available: 8.6% (5)

Figure 18 shows how respondents rated the availability of transition services for people with disabilities from school to work in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Transition services* were seen as *somewhat available* by 41.2% of the respondents.

Figure 18. Availability of Transition Services from School to Work

Category	Percentage (Count)
Very Available	11.8% (6)
Mostly Available	23.5% (12)
Somewhat Available	41.2% (21)
Not Available	23.5% (12)
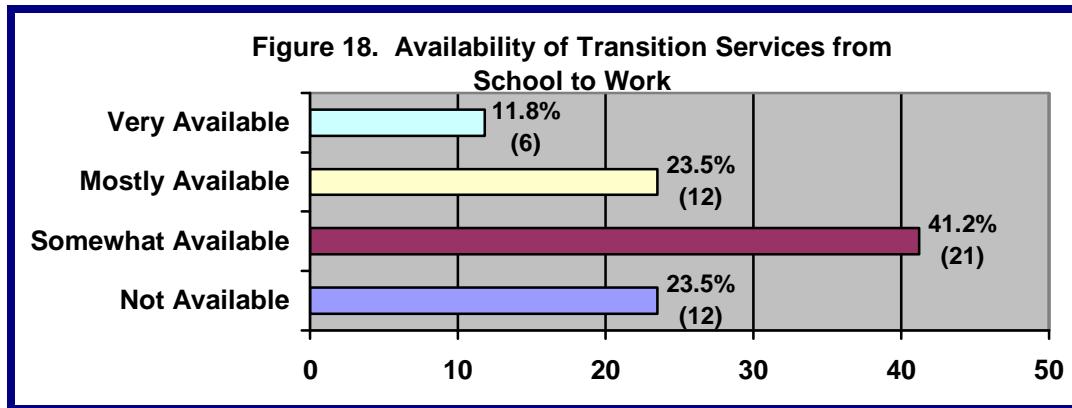
Figure 19 shows how respondents rated the availability of post-high school educational opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of post-high school educational opportunities was seen as *somewhat available* (32.7%) or *not available* (44.2%) by over 76% of the respondents.

Figure 19. Availability of Post-high School Educational Services

Category	Percentage (Count)
Very Available	7.7% (4)
Mostly Available	15.4% (8)
Somewhat Available	32.7% (17)
Not Available	44.2% (23)
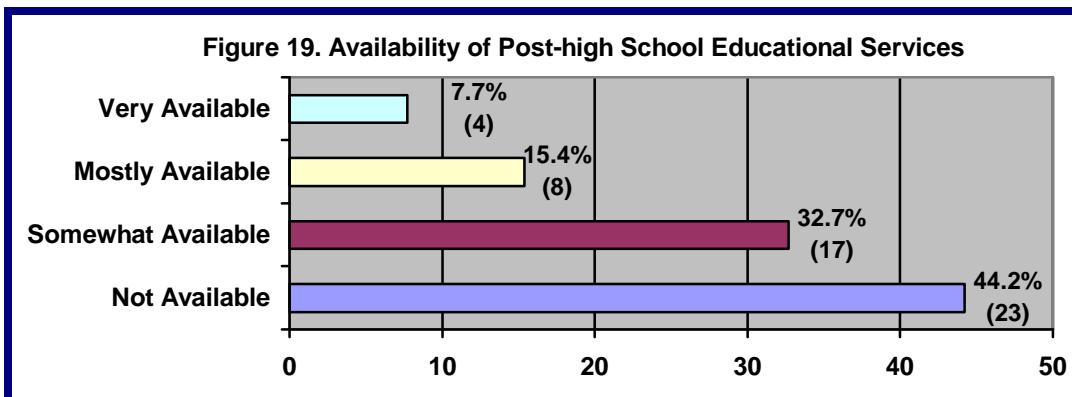
Education Focus Group Discussion in Region VII:

Experiences with the educational system were discussed in focus groups conducted in the Region VII service area. Focus group participants related 1.) the barriers and problems experienced with education, and 2.) the helps and supports received that helped maximize educational potential. Focus group discussions about education are provided in detail below.

Educational Problems and Challenges:

Focus group participants in Region VII discussed the types of challenges and problems they have experienced with the education system. One common theme discussed by the focus group participants was the *lack of quality individualized supports* (11 comments). Some illustrative comments are provided in detail below. Themes related to challenges and problems in education are presented in Figure 20.

**Figure 20.
Education Challenges/Problems -
Region VII Rolla**

Lack of Quality Individualized Supports (11 comments):

Focus group participants discussed how the lack of quality and individualized supports are minimizing student potential. One problem seems to be the lack of transition assistance between school and work. One focus group participant commented that *school to work transition is poor to non-existent.* Another commented that their *local public school pushes the disabled children toward the state school. No opportunities were available except special education, and very little was taught through special education.*

Educational Help and Supports:

Focus group participants also discussed the types of education help and support they had received. The Region VII focus group participants stated *students and families are satisfied with school services received* (10 comments). Some illustrative comments about these educational supports are provided in detail below. Common themes are presented in Figure 21.

Figure 21.
Education Help/Support - Region VII Rolla

Frequency

- 10 — Students/families satisfied with school services received.
- 6 — Early childhood programs facilitated child's readiness for school.
- 3 — Teachers and classroom aides supported the student to be successful.
- 2 — Supports received from other agencies that assisted students, families, and school systems.
- 2 — Student and family advocacy helped in promoting educational resources.
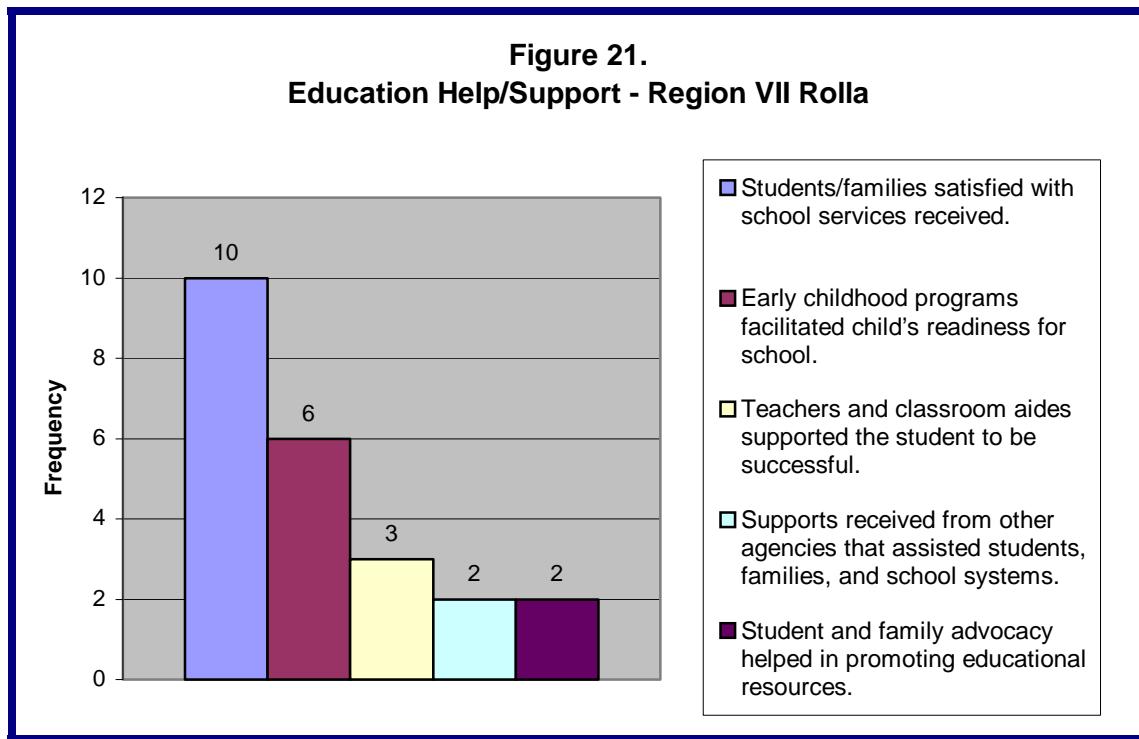
Students and Families Satisfied with School Services (10 comments):

Some focus group participants commented that they were satisfied with the supports and school services they had received. One such comment included; *we moved to Phelps County a few months ago. The school here is very receptive and are good about getting my son typical school experiences.* Another commented *I think the Camdenton R-III schools do an excellent job in High School.*

Early Childhood Programs Facilitated Readiness in School (6 comments):

According to some of the focus group participants in the Region VII service area, early childhood programs have helped to facilitate readiness in school. One focus group participant stated *we like the early childhood program, and it has been great. We have been pleased with the integration of students, and I see those being a network of friends for him later on.* Another simply stated that *the First Steps and early intervention services are great.*

HEALTH CARE SERVICE ISSUES

Survey respondents were asked to identify where people with disabilities were most likely or least likely to go to get health care services in their community. Respondents were asked to select from the following types of health care services: (1) hospitals/emergency room; (2) doctor's office; (3) community health clinics; (4) residential health center; and (5) local health departments. The majority of the respondents indicated that people with disabilities received their health care at the *doctor's office* (79.7%). Few used *local health departments* (3.1%) or *residential health care centers* (0%). (See Table 15.)

Table 15. Most and Least Likely Health Care

Item	Hospitals/ Emergency room	Doctor's office	Community health clinics	Residential health care center	Local health departments
Where most likely to go for health care services	8 (12.5%)	51 (79.7%)	3 (4.7%)	0 (-)	2 (3.1%)
Least likely to go	12 (18.2%)	0 (-)	6 (9.1%)	35 (53.0%)	13 (19.7%)

The adequacy of health care services was assessed on a four-point scale (1=Inadequate... 4=Excellent). *Hospitals/emergency rooms* were rated by nearly 70% of the respondents as *inadequate* (21.5%) or *fair* (48.1%). *Doctor's offices* were rated as *inadequate* (15.3%) or *fair* (49.4%) by nearly 65% of the respondents. *Residential care center* received the highest mean rating (2.98) and *Hospitals/emergency rooms* received the lowest mean rating (2.23).

Table 16. Adequacy and Availability of Health Care Services

Item	Inadequate	Fair	Good	Excellent	Mean
Hospitals/emergency room (79)	17 (21.5%)	38 (48.1%)	13 (16.5%)	11 (13.9%)	2.23
Doctor's office (85)*	13 (15.3%)	42 (49.4%)	27 (31.8%)	3 (3.5%)	2.24
Community health clinics (78)*	14 (17.9%)	24 (30.8%)	10 (12.8%)	30 (38.5%)	2.72
Residential health care center (80)*	17 (21.3%)	12 (15.0%)	7 (8.8%)	44 (55.0%)	2.98
Local health department (81)*	17 (21.0%)	37 (45.7%)	12 (14.8%)	15 (18.5%)	2.31
Scale: 1=Inadequate...4=Excellent		*Total number responding*			

Figure 22 shows how respondents rated the availability of health care services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of health care services was rated as *somewhat available* (33.8%) or *not available* (36.3%) by over 70% of the respondents.
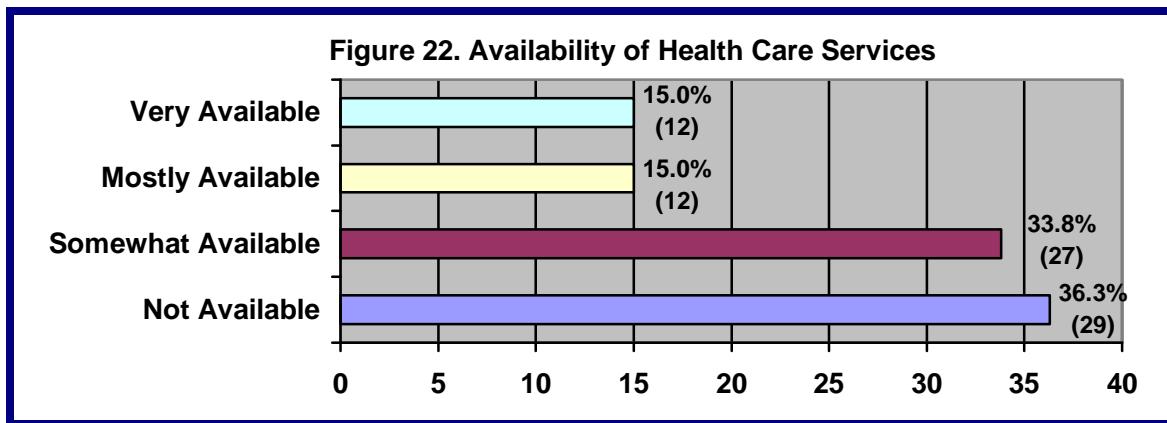
Figure 22. Availability of Health Care Services

Rating	Value
Very Available	15.0% (12)
Mostly Available	15.0% (12)
Somewhat Available	33.8% (27)
Not Available	36.3% (29)

Figure 23 reflects how respondents rated the availability of dental services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of dental services was rated as *somewhat available* (17.2%), or *not available* (51.7%) by almost 70% of the respondents.

Figure 23. Availability of Dental Services

Rating	Value
Very Available	24.1% (14)
Mostly Available	6.9% (4)
Somewhat Available	17.2% (10)
Not Available	51.7% (30)
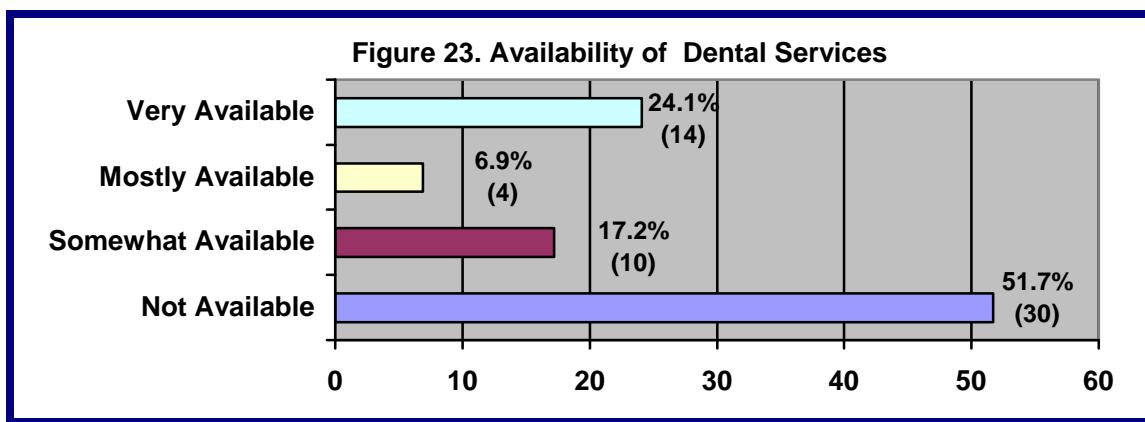
Healthcare Focus Group Discussion for Region VII:

Issues relating to healthcare for individuals with disabilities were discussed in the focus groups conducted throughout the Region VII service area. Focus group participants related the challenges and problems they had experienced trying to obtain healthcare. The types of healthcare help and support available were also discussed. Focus group discussion of healthcare related issues is presented in detail below.

Healthcare Challenges and Problems:

Healthcare challenges and problems that focus group participants had experienced in the Region VII service area were discussed. The most common theme to emerge from the focus groups conducted in the Region VII area was *public health insurance program issues that impact persons with DD* (31 comments). Illustrative comments related to the top common healthcare problems are provided below. The common healthcare problems themes from the focus groups conducted in Region VII are presented in Figure 24.

Figure 24.
Healthcare Challenges/Problems - Region VII Rolla
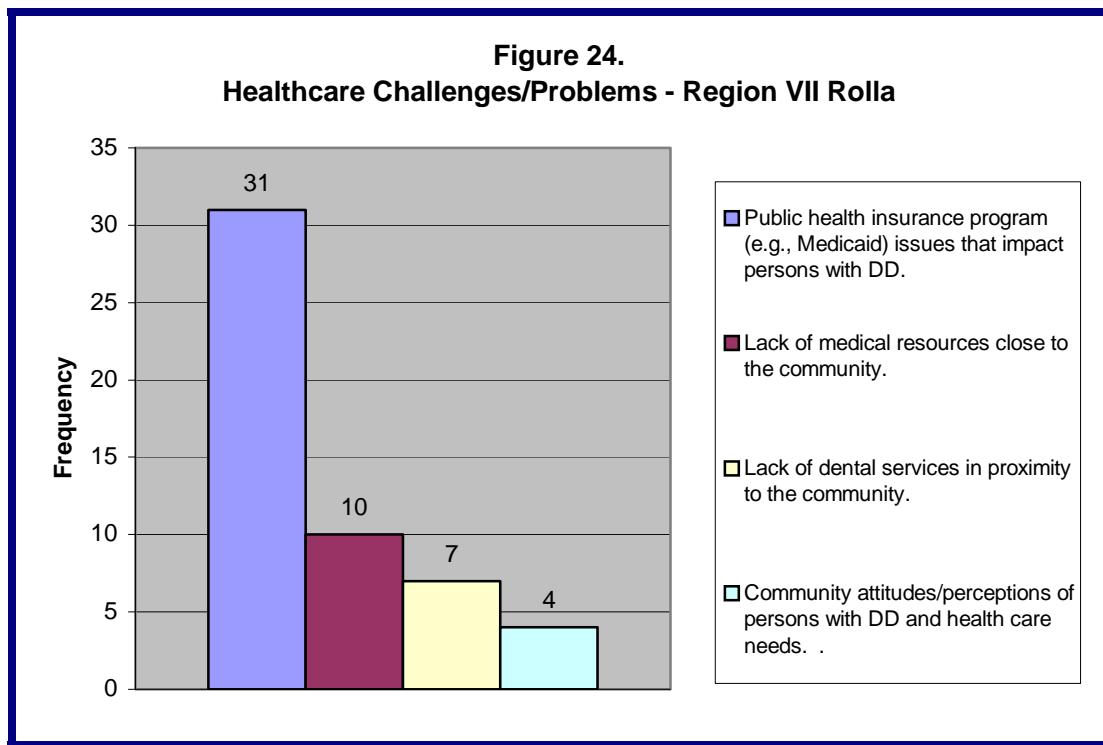
Public Insurance Program Issues (31 comments):

There were many comments regarding public insurance programs and the barriers they pose to health care services. One focus group participant commented that *Medicaid is the biggest issue now.* Another focus group participant stated that the limitations placed by public insurance programs are cost prohibitive for everyone. *They need to learn some things cost less in the end. They are wasting money. Who decides these things*? Other related comments are provided in detail below.

Medicaid Cuts: Several comments made in the Region VII service area pertained to the cuts in Medicaid and the consequences of those cuts on providers, and people utilizing this public health insurance program. The *Medicaid cuts are a huge barrier* for people with disabilities. Another added that *the budget cuts have left people without Medicaid*. On the provider side, the cuts in Medicaid are *stressing other non-profit agencies who are trying to pick up the slack.*

Assistive Technology Not Provided: Medicaid cuts have limited the types of assistive services and technologies that Medicaid will provide. One focus group participant commented that *the cuts limit the access to C-Pap machines, and wheelchair batteries.* Another commented *I really have a problem with Medicaid. They won't pay for a shower chair, but will pay for someone to come into your home and help you shower.*

Lack of Dental Services: Cuts in Medicaid services provided have included cuts in the types of dental services that Medicaid will support. One focus group participant commented, *first thing, they don't fill, don't cap-they pull. That is all they do.* Another commented that *Medicaid will pay for dentures, but not for preventative care.*

Dentists and Doctors Won't Accept Medicaid: Focus group participants have trouble finding doctors and dentists who will accept Medicaid. One stated *we need more doctors who accept Medicaid, and we need dental. I had to go outside of Rolla for dental care.* Others experience the same problem. *There is only one dentist in the area who takes Medicaid.* For another family, *it took us over a year to find an oral surgeon that took Medicaid. We had to drive to Hannibal.*

Lack of General Health Care Resources Close to the Community (9 comments):

A few comments from the focus groups conducted in the Region VII service area were related to the lack of health care resources close to communities in the area. One focus group participant commented *there is not much available in our area. We prefer going out of town to access health care.* Another commented *in order to get adaptive equipment we have to out of our community.*

Lack of Dental Services in Proximity to Community (8 comments):

Dental services located in proximity to smaller communities are lacking in the Region VII service area. *It is very hard to find dental services*, according to one participant. One focus group participant commented that *there are no dentists or optometrists in Osage County. We have to travel to Columbia, or St. Louis.*

Healthcare Help and Support:

A few comments were made about help and support received for health care. Most commonly *family friends, church members, etc. help get them to medical/dental care* (6 comments). Some illustrative comments are provided below. The common themes as relates to healthcare help and support are presented in Figure 25.

Figure 25.
Health Help/Support - Region 7 Rolla
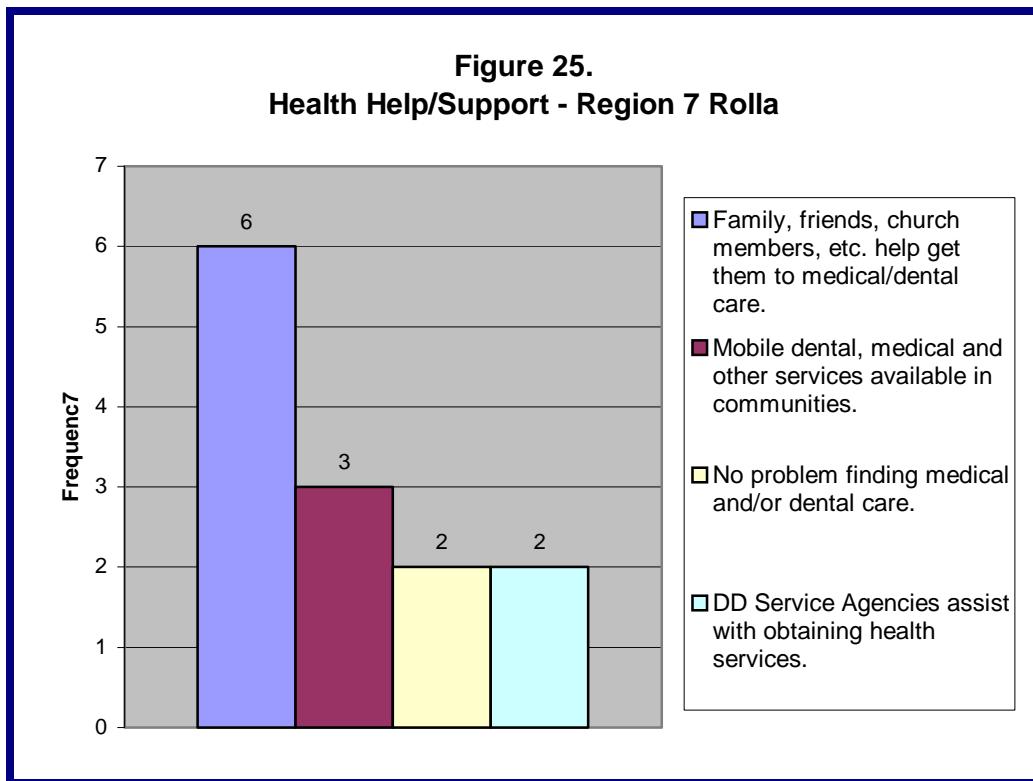
Family, Friends, Church Member Support (6 comments):

A few focus group participants discussed the support for health care that their families and friends provide. This type of support included:
- *Lyons Club helps.*
- *Churches are involved and help some.*
- *Self-educated family members.*
- *The church family.*

RECREATIONAL/SOCIAL OPPORTUNITY ISSUES

The next part of the survey was related to recreational and social opportunities for people with disabilities in their community. There were three types of opportunities that were addressed: (1) regular community sponsored recreation and social activities/events; (2) accessible community sponsored recreation and social activities/events; and (3) special/segregated recreation and social activities/events. Over half of the respondents identified *special/segregated recreation and social activities/events* (56.5%) as being the most likely to be used while 53.3% identified *regular community sponsored recreation and social activities* as the type least often used. (See Table 17.)

Table 17. Most and Least Likely Recreational/Social Opportunities

Item	Regular community sponsored recreation and social activities	Accessible community sponsored recreation and social activity	Special/segregated recreation and social activities/events
What types of social activities most likely to use	20 (32.3%)	7 (11.3%)	35 (56.5%)
What types of social activities least likely to use	32 (53.3%)	13 (21.7%)	15 (25.0%)

The adequacy of the types of recreational and social opportunities was rated on a four-point scale (1=Inadequate … 4=Excellent). Of those rating *regular community sponsored* opportunities, almost 70% rated the opportunities as *fair* (21.9%), or *inadequate* (45.2%). *Accessible community sponsored opportunities* was rated as *fair* (26.8%) or *inadequate* (45.1%) by 71.9% of those who responded to the question. *Special/segregated* opportunities received the highest mean (2.33) of the three choices. (See Table 18.)

Table 18. Adequacy of Recreational/Social Opportunities

Item	Inadequate	Fair	Good	Excellent	Mean
Regular community sponsored (73)*	33 (45.2%)	16 (21.9%)	17 (23.3%)	7 (9.6%)	1.97
Accessible community sponsored (71)*	32 (45.1%)	19 (26.8%)	14 (19.7%)	6 (8.5%)	1.92
Special/segregated (66)*	22 (33.3%)	10 (15.2%)	24 (36.4%)	10 (15.2%)	2.33
Scale: 1=Inadequate…4=Excellent		*Total number responding*			

Figure 26 shows how respondents rated the availability of accessible recreation opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of accessible recreation opportunities in the community was rated as *somewhat available* (55.4%) or *not available* (20.3%) by over 75% of the respondents.
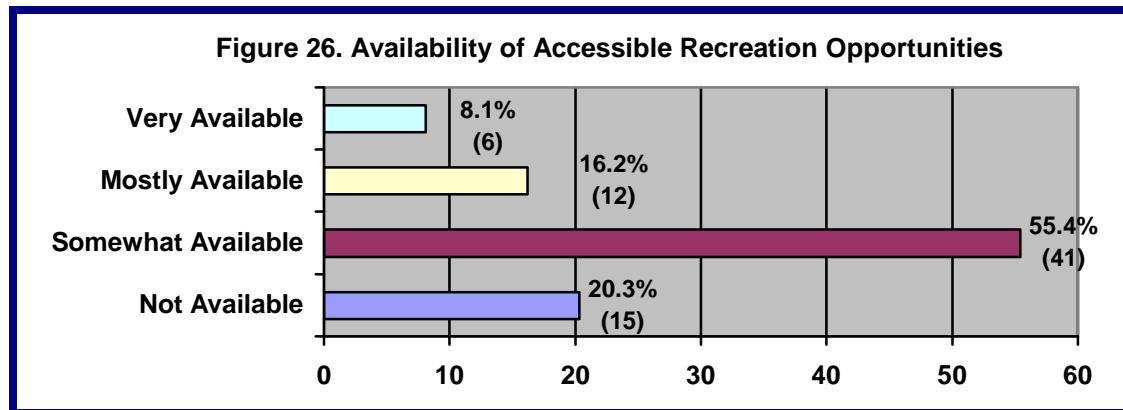
Figure 26. Availability of Accessible Recreation Opportunities

Category	Value
Very Available	8.1% (6)
Mostly Available	16.2% (12)
Somewhat Available	55.4% (41)
Not Available	20.3% (15)

Figure 27 reflects how respondents rated the availability of social opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of social opportunities in the community was rated as *somewhat available* (60.0%), and *not available* (20.0%), by 80% of the respondents.

Figure 27. Availability of Social Opportunities in the Community

Category	Value
Very Available	8.0% (6)
Mostly Available	12.0% (9)
Somewhat Available	60.0% (45)
Not Available	20.0% (15)
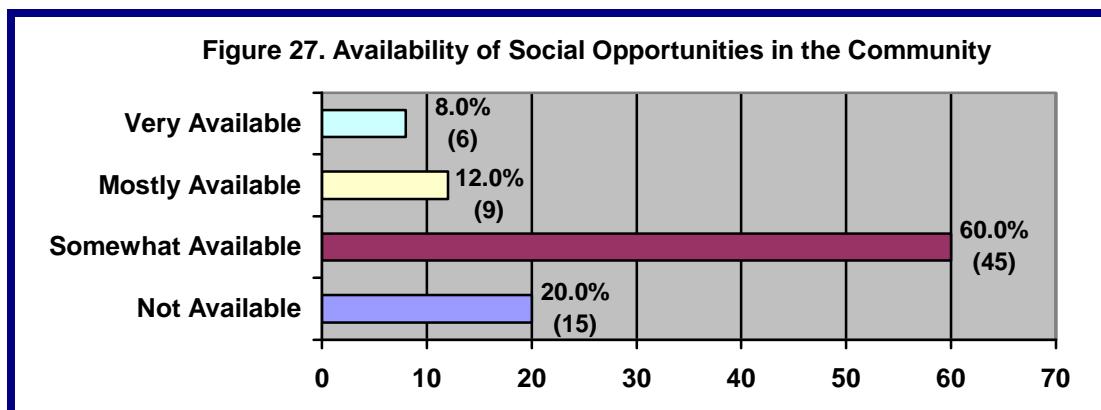
Recreation Focus Group Discussion in Region VII:

Participants in focus groups conducted throughout the Region VII-Rolla service area discussed the types of challenges and problems experienced in trying to participate in social and recreational opportunities. Focus group participants also discussed the types of social and recreational opportunities available to them in their respective communities. Detailed findings from the focus groups in Region VII are provided in the sections below.

Recreation Challenges and Problems with Recreation:

Focus group participants discussed the challenges and problems that they have encountered in trying to find, or participate in, recreational and social activities in their communities. One common theme discussed by focus group participants in Region VII was that there were *no recreation opportunities available* (14 comments). Some related illustrative comments are provided in detail below. Figure 28 presents the common themes as discussed in focus groups in the Region VII area in detail.

Figure 28.
Recreation Challenges/Problems - Region VII Rolla
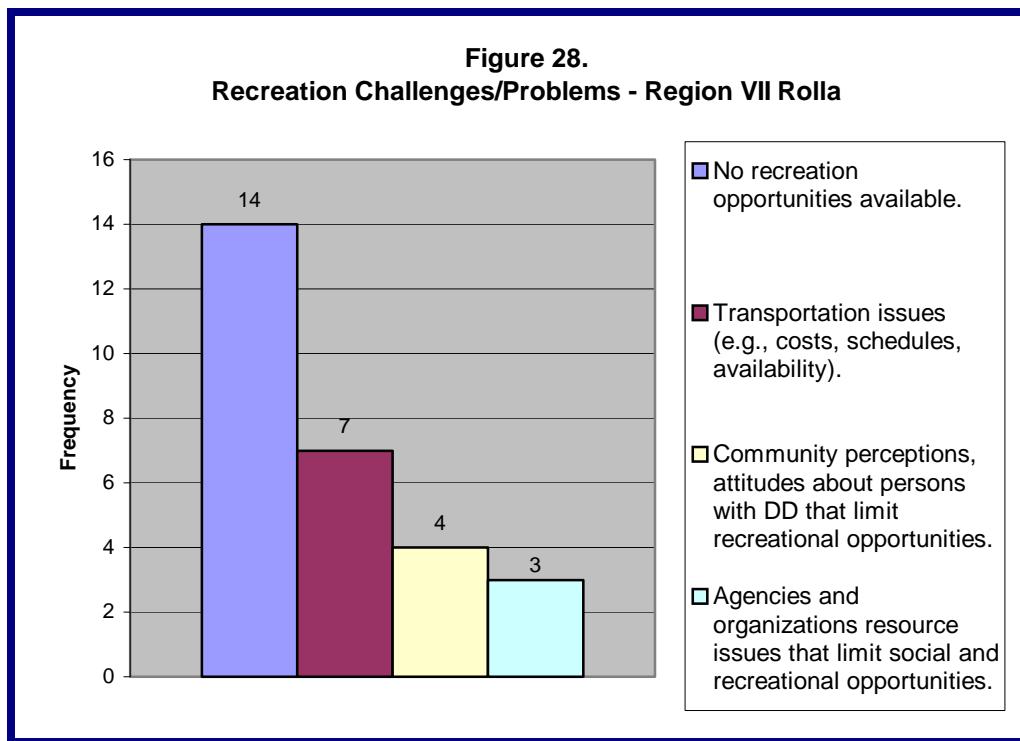
No Recreation Opportunities Available (14 comments):

Like many rural areas, there are not enough recreation opportunities available for individuals with disabilities. Illustrative of this is a comment made by a focus group participant, *our community is very limited as far as recreation for individuals, and even more limited for individuals with disabilities. We often have to drive to other towns to participate in recreational activities.* Other comments related to the lack of recreation opportunities are provided in detail below.

- *Nothing available for special needs people.*
- *Need to have Special Olympics in County.*
- *Not enough places to socialize-only work and Special Olympics.*
- *Need more "natural" recreation activities.*
- *Need more evening activities-like other community members.*

Transportation Issues (7 comments):

Transportation to and from recreational events is a barrier for individuals with disabilities and their families. One focus group participant stated in their area, *special recreation outings still have limited pick up spots.* Another focus group participant commented that *listening to music, dancing, and playing bingo were the activities the older adults wanted to be part of, but lack of transportation was an issue.* Another *would like to have more time for practices. Again, transportation is an issue. Not everyone drives, and not everyone lives in Farmington, so getting people to the practices is difficult.*

Recreation Help and Support:

There are some opportunities for social and recreational activities in communities in the Region VII–Rolla service area. One common support is from *segregated programs that provided recreation programs/activities* (13 comments). Illustrative comments related to the top common recreation help and support themes in Region VII are provided in detail below. Common recreation help and support themes are presented in Figure 29.

Figure 29.
Recreation Help/Support - Region VII Rolla

Legend:
- Segregated programs that provided recreation programs/activities.
- Community initiatives that increased community recreation options for person with DD.
- Communities and organizations provided accessible recreation options and support.
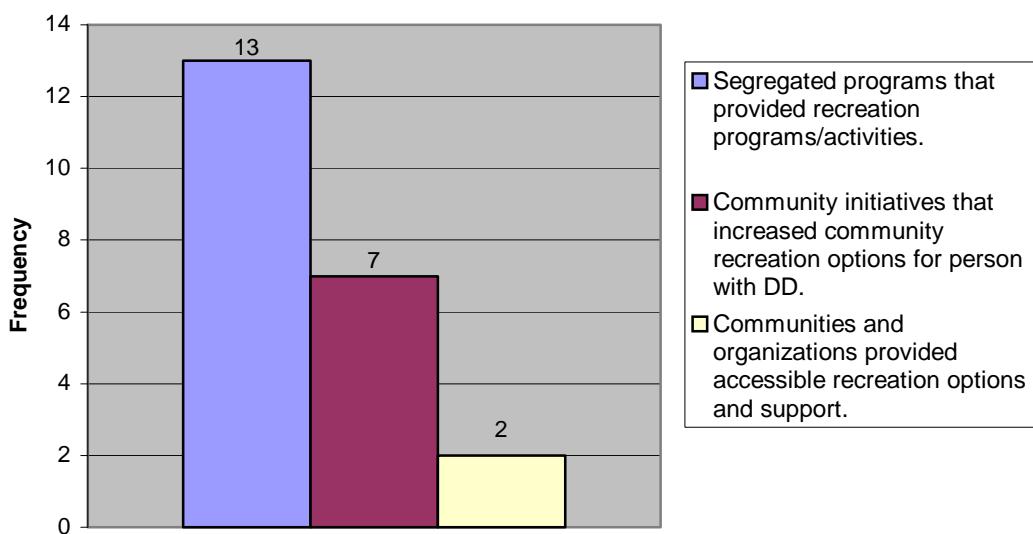
Segregated Programs Provided Recreation (13 comments):

Some programs that are segregated provide recreational activities for individuals with disabilities. One focus group participant gave an example. The *People First group is in town and meets monthly between Ironton and Farmington in alternating locations.* Another participant stated *there is a recreation program in the county run by the Senate Bill 40 Board* for individuals with disabilities. Another focus group participant mentioned *Camp Wonderland. The Child Advocacy Council helped pay for attendance to the camp.*

Community Initiatives That Increased Community Recreation (7 comments):

Focus group participants discussed the types of community initiatives in the Region VII service area that have increased recreation opportunities for individuals with disabilities. One such initiative is through *the SB40 Board* that *contracts with OATS for recreation activities.* Another commented *with help from the Regional Center, we've been offered passes through the center for swimming. Another added that the Rolla recreation center has scholarships to help with yearly membership.*

COMMUNITY RESOURCE/SUPPORT ISSUES

The next section of the survey looked at types of generic community resources/supports people with disabilities are likely to access in their community. The types of community services examined included: (1) civic organizations; (2) faith-based organizations; (3) social service organizations; and (4) family and friends. The type of community resource/support that was *most likely* to be used was *family and friends* (70.8%). The type of community resource/support least likely to be used was *civic organizations*. (See Table 19.)

Table 19. Most and Least Likely Community Resource/Support Choice

Item	Civic organizations	Faith-based organizations	Social service organizations	Family and friends
What type of community resources are people most likely to use?	4 (6.2%)	8 (12.3%)	7 (10.8%)	46 (70.8%)
What type of community resources are people least likely to use?	39 (62.9%)	7 (11.3%)	12 (19.4%)	4 (6.5%)

The adequacy of the types of generic community resources/supports was evaluated on a four-point scale (1=Inadequate …4=Excellent). Over 85% of the respondents rated *family and friends* as *good* (38.9%) or *excellent* (47.2%). *Family and friends* had a mean of 3.32. *Faith-based* resources were seen as *good* (28.8%) or *excellent* (19.7%) by nearly 50% of the respondents. *Civic organizations* were rated as *inadequate* by 40.3% of the respondents. (See Table 20.)

<div align="center">Table 20. Adequacy of Community Resources/Supports</div>

Item	Inadequate	Fair	Good	Excellent	Mean
Civic organizations (62)*	25 (40.3%)	22 (35.5%)	12 (19.4%)	3 (4.8%)	1.89
Faith-based (66)*	4 (6.1%)	30 (45.5%)	19 (28.8%)	13 (19.7%)	2.62
Social organization (60)*	14 (23.3%)	24 (40.0%)	16 (26.7%)	6 (10.0%)	2.33
Family and friends (72)*	1 (1.4%)	9 (12.5%)	28 (38.9%)	34 (47.2%)	3.32
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 30 indicates how respondents rated how supportive their community is towards people with disabilities. The rating was on a four-point scale (1=Not Supportive…4= Very Supportive). Overall, approximately 75% of the respondents reported the support they receive from their community as *mostly supportive* (40.0%) or *somewhat supportive* (35.7%).

Figure 30. Community Support
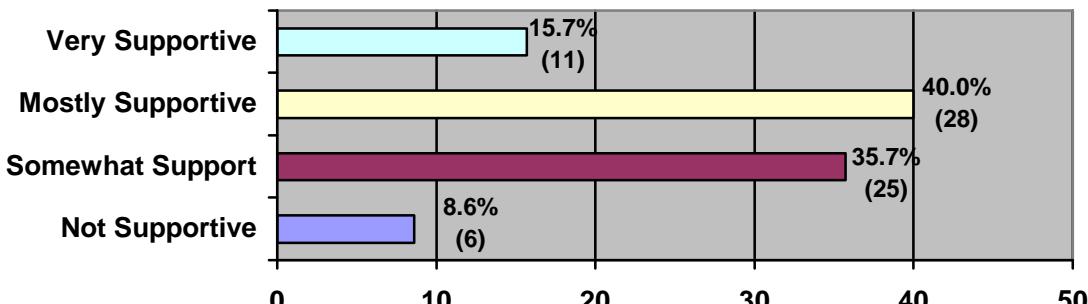
Community Supports Focus Group Discussion in Region VII:

The types of community supports that individuals with disabilities and their families receive and the general attitude of the community were discussed as part of the focus group conducted in the Region VII service area. Findings from these focus groups are provided in detail in the section below.

Community Supports Received:

The types of community supports that individuals with disabilities and their families receive were discussed. One common community support is from *faith-based organizations* (9 comments). Illustrative comments are provided below. Common themes as related to community support in Region VII are presented in Figure 31.
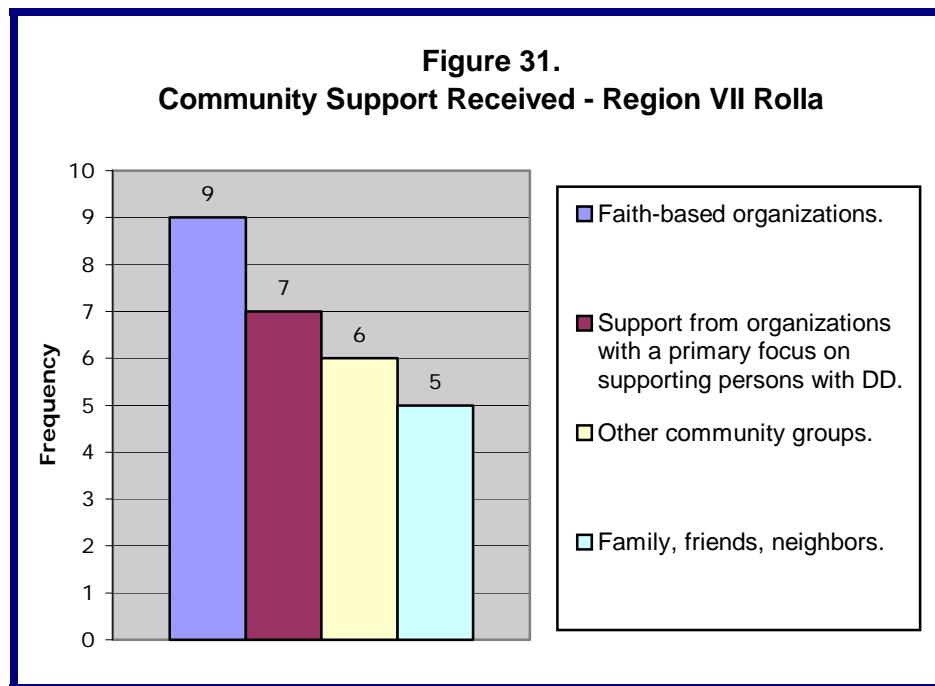
Figure 31.
Community Support Received - Region VII Rolla

Faith-Based Organizations (9 comments):

Focus group participants in Region VII discussed the support they receive from faith-based organizations in their respective communities. One focus group participant commented *my church is a support to me. When my mom passed away, they brought over a lot of food. Some of the church members are still bringing food. Some people have offered to stop in and help if I need it.* Churches provide other supports such as *church vans for transportation and church members for child support.* Another focus group participant added *a consumer I know has good luck with transportation through his church.* It is *creative transportation.*

Support from Organizations Focusing on Developmental Disabilities (7 comments):

Organizations that focus on individuals with developmental disabilities provide many types of community support. One focus group participant commented *I really like the Regional Center, I moved here because of what the area had to offer.* Another focus group member also moved to be closer to community supports offered in Region VII. *I moved here from Phoenix because there are more supports here. I use the Regional Center, Independent Living Center, and the Choices for People program.*

Community Attitudes:

General community attitudes about people with disabilities were discussed as a part of the focus groups conducted in Region VII. A majority of the focus group respondents stated that there was *good acceptance and support-good attitudes* about people with developmental disabilities (22 comments). Illustrative comments are provided below. Common themes as relates to community attitudes in Region VII are presented in Figure 32.

Figure 32.
Community Support Attitude - Region VII Rolla
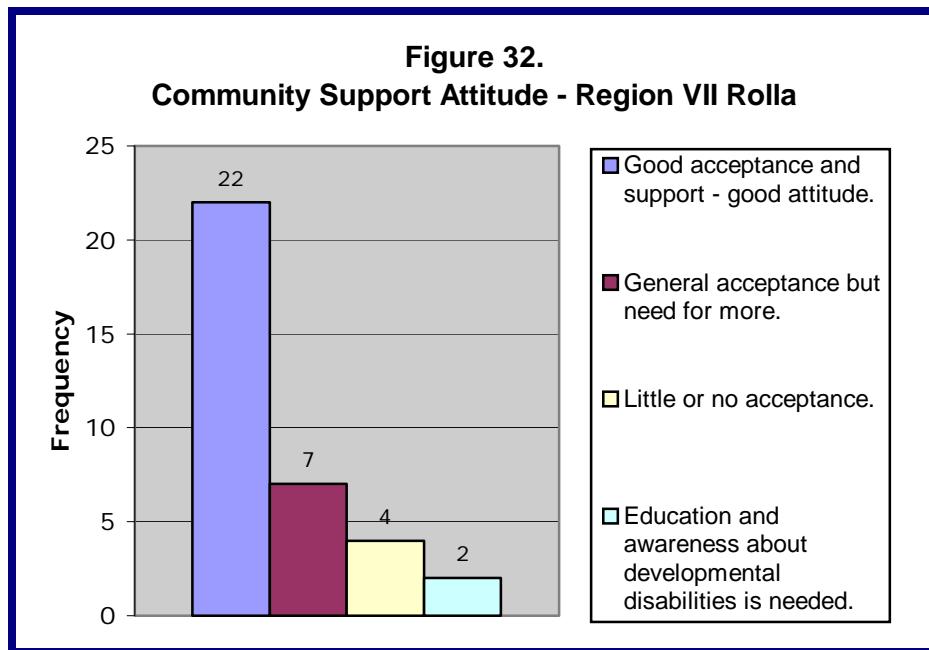
Good Acceptance and Support-Good Attitudes (22 comments):

Focus group participants in the Region VII area reported that there are good attitudes and acceptance from the community. A few comments were about the quick response by the community to issues that are experienced by individuals with disabilities. *The attitude is generally good. We have a lot of groups actively trying to pick up the slack due to Medicaid and budget cuts.* Another focus group participant commented *I think if you make your needs known, then the community responds.*

The community has seen a change in the way individuals with disabilities are responded to. focus group participant in the Region VII service area noted that the community attitude has really changed. *They talk with clients, the clients attend church, and everyone is glad to see them.* This change in response has positive benefits. *The communities that are more accessible and have more people with disabilities out and about are more accepting.*

General Acceptance But Need More (7 comments):

Some focus group participants in Region VII did feel that there was general acceptance of individuals with disabilities, but more acceptance and common courtesy is needed. As one focus group participant stated, attitudes are *half-way good, not always good.* It hasn't been until recently that attitudes have begun to change. One individual expressed her *gratitude for the SB40 Board and how much better things are now than they were 30 years ago.*

SAFETY AND QUALITY ASSURANCE ISSUES

Survey respondents were asked if they were aware of any incidents that affect the health, safety and quality of life of people with disabilities in their community. Incident items included: 1) physical abuse/neglect; 2) sexual abuse; 3) financial abuse; 4) violation of human or legal rights. Respondents were asked to check the incident item if they were aware of any person with a disability in their community who had experienced that type of incident. Table 21 lists the findings.

Of the 94 people surveyed, 10.6% were aware of some physical abuse/neglect in their community; 9.6% were aware of sexual abuse; 18.1% were aware of some type of financial abuse; and 14.9% were aware of a human or legal rights violation.

Table 21. Awareness of Safety Concerns

Item	
Physical Abuse/Neglect	10 (10.6%)
Sexual Abuse	9 (9.6%)
Financial Abuse	17 (18.1%)
Violations of human or legal rights	14 (14.9%)
(Checked numbers per 94 total respondents)	

As a follow up question, respondents who had checked one of the incident items were also asked to share their perception about how that particular type of incident had been handled. As can be seen in Table 22, more people responded to the follow up question than had responded to the original question. For some reason, a number of survey respondents did not understand it to be a follow up question and answered it anyway.

Even though this discrepancy exits, and readers are advised to take it into account, Table 22 is included because it still provides an indication of survey respondent's perceptions on how well the above types of incident items are handled. Additionally, because the handling of these types of incidents requires a degree of discretion, it is also important to recognize that respondents perceptions of how these incidents are handled may not necessarily reflect what actually occurred to address them.

Table 22: How Safety Concerns Were Handled

Item	Not at all	Not well	Well	Very well	Mean
Physical Abuse Neglect (23)*	9 (39.1%)	7 (30.4%)	2 (8.7%)	5 (21.7%)	2.13
Sexual Abuse (20)*	5 (25.0%)	7 (35.0%)	3 (15.0%)	5 (25.0%)	2.40
Financial Abuse (26)*	11 (42.3%)	9 (34.6%)	3 (11.5%)	3 (11.5%)	1.92
Violations of human rights (22)*	9 (40.9%)	5 (22.7%)	4 (18.2%)	4 (18.2%)	2.14
*Scale: 1=Not At All...4=Very Well *Total number responding*					

Survey respondents were asked to rate how safe people with disabilities were in their community. Figure 33 reflects their responses. The rating was on a four-point scale (1=Not Safe At All…4= Very Safe). Over 75% of the respondents saw people with disabilities as being *mostly safe* (42.0%) or *somewhat safe* (34.8%) in their community.

Figure 33. Safety Perceptions
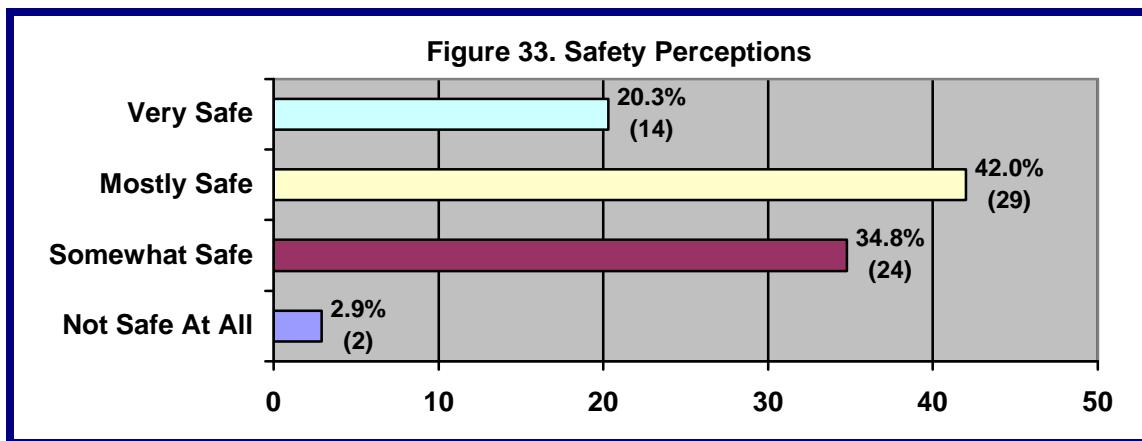
Quality Assurance Focus Group Discussion in Region VII:

Quality Assurance and related issues were discussed in the focus groups conducted in the Region VII service area. Focus group participants discussed 1) how people with developmental disabilities are included in the community, 2) how people with developmental disabilities are excluded from the community, and 3) how families and people with disabilities are included in planning their futures. Discussions on quality assurance issues from the focus groups conducted in Region VII are in detail in the section below.

How People with Developmental Disabilities are Included in Community:

People with disabilities are included in their communities in a variety of different ways. One commonly discussed theme from focus groups conducted in the Region VII service area was that individuals with disabilities find community inclusion *through the support and involvement of community organizations and businesses* (11 comments). Illustrative comments related to this are provided in detail below. The common themes regarding inclusion in the community from Region VII are presented in detail in Figure 34.

Figure 34.
Quality Assurance Included - Region VII Rolla
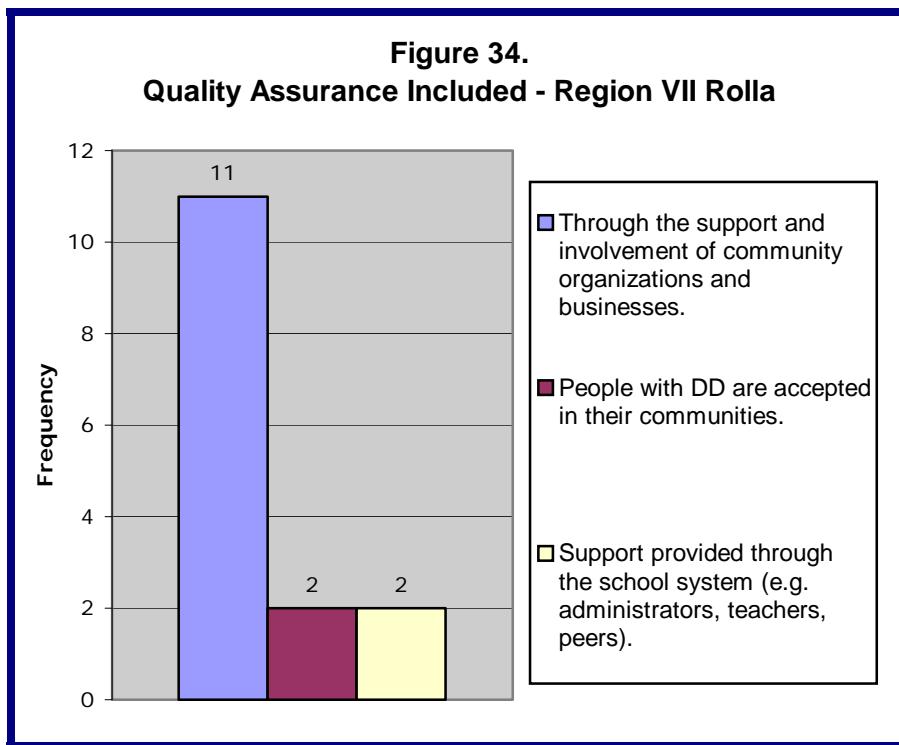
Through Support and Involvement of Community Organizations (11 comments):

Focus group participants discussed the role of community organizations in supporting community inclusion for individuals with disabilities. One focus group participant mentioned that *I felt very included when I was active in the local democrat group with electioneering, working the polls, and helping to campaign for various candidates.*

A couple of the comments were about support from local Optimist Clubs. One focus group participant commented *my daughter started playing basketball with the local Optimist Club, and it is working well.* Another focus group participant had a similar experience. *My daughter plays basketball in the local Optimist program. You don't know she has a disability until you start working with her.*

How People With Disabilities Are Excluded From the Community:

Focus groups conducted in the Region VII service area also asked participants to discuss the ways the people with developmental disabilities are excluded from their communities. One common theme discussed by focus group participants were *attitudes and lack of understanding* (6 comments) and the effect attitude has on exclusion. Illustrative comments related to the top themes in exclusion from community life are included below. The top themes of exclusion are presented in Figure 35.

Figure 35.
Quality Assurance Excluded - Region VII Rolla

Legend:
- Attitudes and lack of understanding of persons with DD.
- Individuals excluded from community activities due to distance, transportation and other accessibility issues.
- Few or no supports for individuals to participate in their community.

Bar chart (Frequency):
- Attitudes and lack of understanding of persons with DD: 6
- Individuals excluded from community activities due to distance, transportation and other accessibility issues: 5
- Few or no supports for individuals to participate in their community: 4
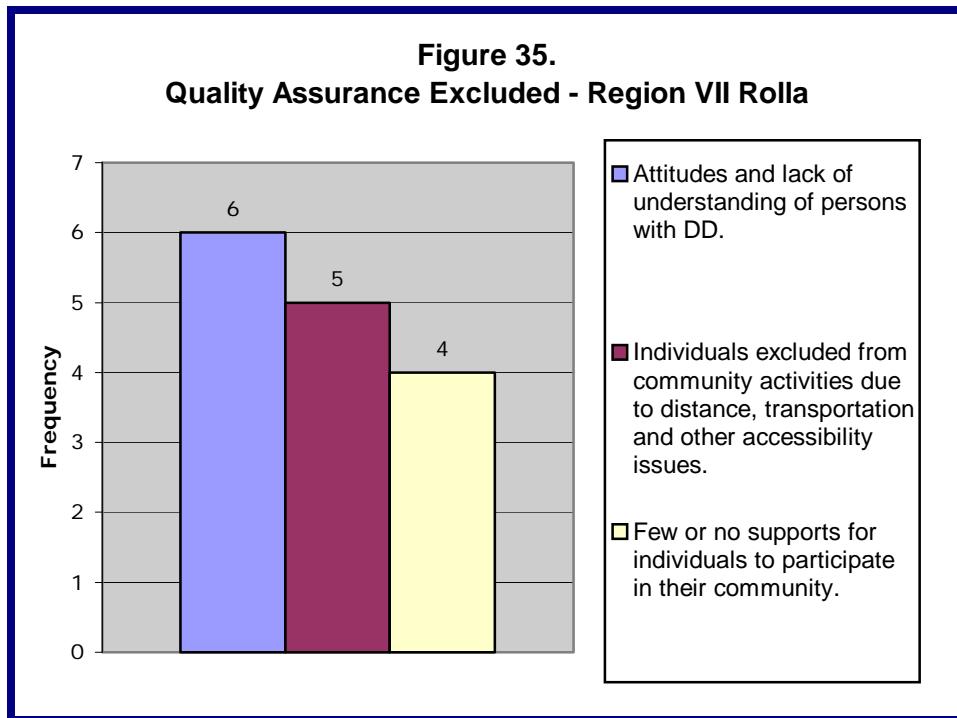
Attitudes and Lack of Understanding (6 comments):

Some of the focus group participants in Region VII discussed the ways that attitudes and lack of understanding effect exclusion from community activities for individuals with disabilities. One focus group participant commented that *some of the attitudes of some people about the handicapped have caused most of the exclusion.* Another commented that *it is hard to find a church that is accepting of people with disabilities.*

Individuals Excluded Because of Distance, Transportation and Accessibility (5 comments):

Focus group participants discussed the issues that transportation, distance and accessibility plays in excluding people with disabilities from community life. One focus group participant gave the example that even simple activities such as going to the store are difficult. *Stores are hard to maneuver when using a wheelchair or walker as the racks are too close together.* Another commented *I think the transportation problem potentially excludes people unless families provide the service.* Others echoed this *lack of transportation and inadequate wheel chair ramps creates the most obvious exclusion in and of itself.*

Inclusion in the Planning Process:

Focus group participants discussed the ways that people with disabilities and their families are included in the planning processes that affect their lives. One common theme was that *family and friends support persons to participate in the planning process (7 comments).* Related illustrative comments are provided below. Common themes from the Region VII focus groups regarding inclusion in the planning process are included in Figure 36.

**Figure 36.
Quality Assurance Planning - Region VII Rolla**
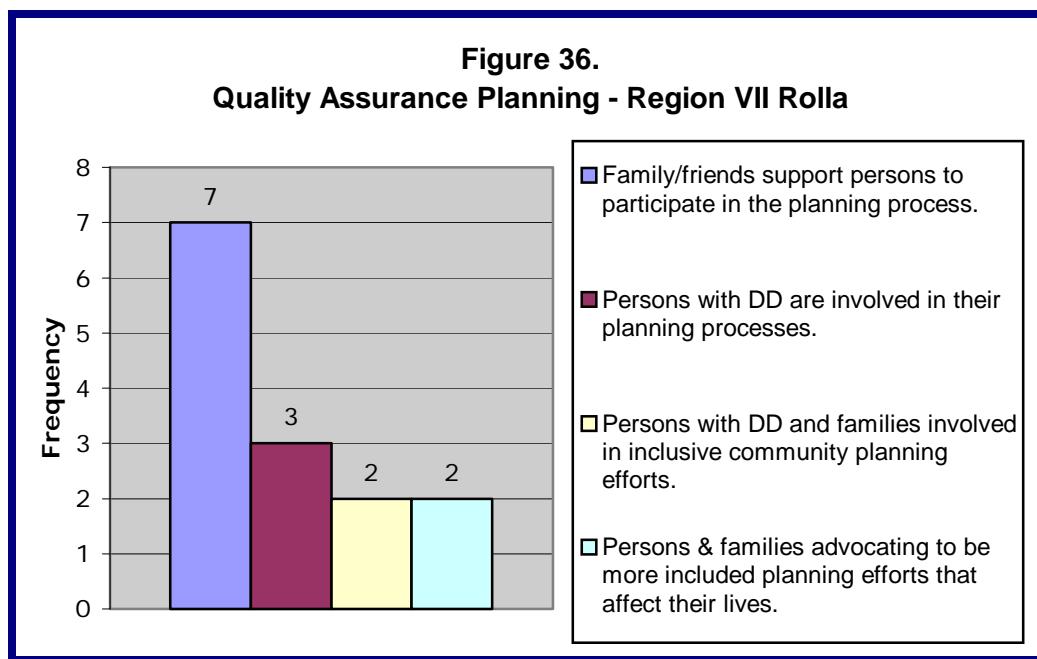
Family and Friends Support Persons to Participate in Planning (7 comments):

Focus group participants commented that their families and friends help support individuals with disabilities in the planning process. One commented that *as a parent, we are very involved. But as a community member, there are no resources to assist in becoming involved.* Another two other focus group participants gave the example that two adults they knew were *planning to get married in July of 2006. The mother of the bride and the Public Administrator are helping with the couple with complicated issues, but for the most part, they are living independent fulfilled lives.*

SATISFACTION WITH SERVICES

Survey respondents were asked how they would rate MRDD service coordination/case management services. Figure 37 shows how respondents rated this service. The rating was on a four-point scale (1=Inadequate…4= Excellent). Service coordination was seen as *good* (40.9%) or *excellent* (34.8%) by over 75% of the respondents.
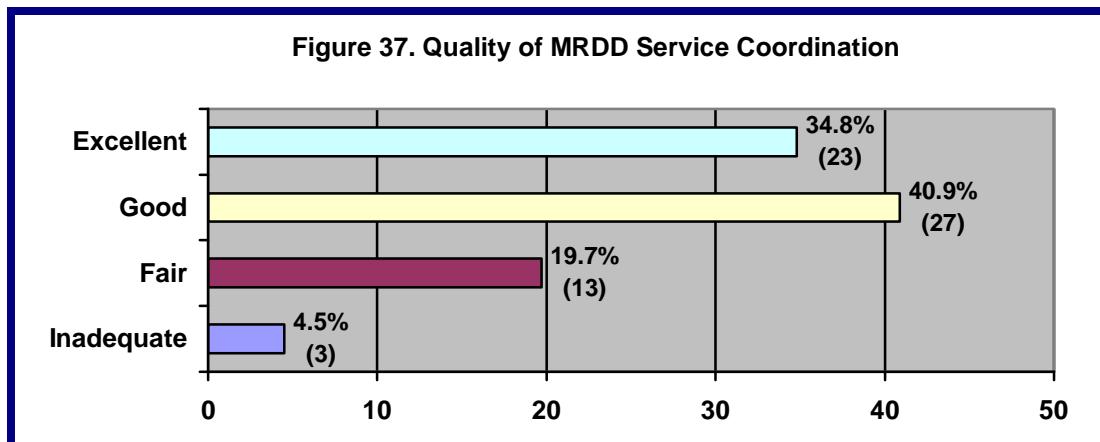
Figure 37. Quality of MRDD Service Coordination

Rating	Percentage (Count)
Excellent	34.8% (23)
Good	40.9% (27)
Fair	19.7% (13)
Inadequate	4.5% (3)

Respondents were also asked to rate the quality of services/supports that they, or others had received from providers in their community. Figure 38 shows how respondents rated the quality of provider services/supports. The rating was on a four-point scale (1=Inadequate…4= Excellent). The quality of provider services/supports was rated as *good* (41.4%) or *excellent* (30.0%), by 71.4% of the respondents.

Figure 38. Quality of Provider Services/Supports

Rating	Percentage (Count)
Excellent	30.0% (21)
Good	41.4% (29)
Fair	21.4% (15)
Inadequate	7.1% (5)
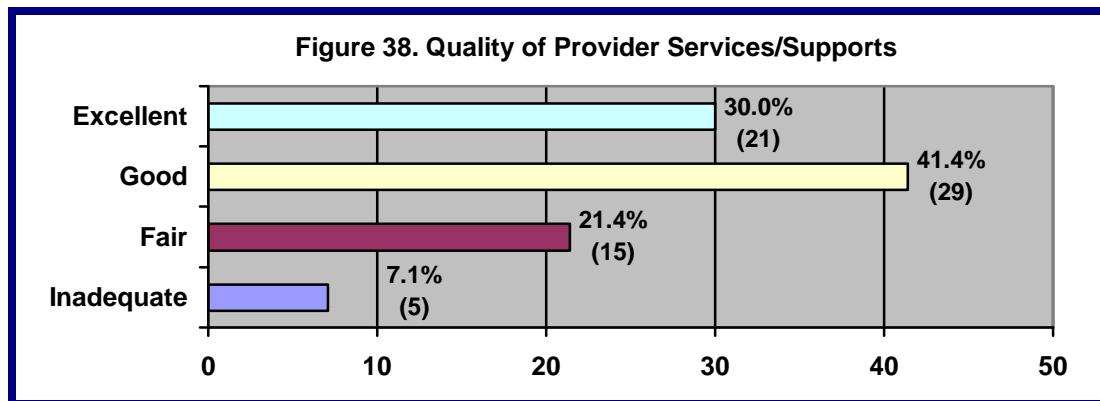
Last Chance Focus Group Discussion From Region VII:

Focus group participants in Region VII were asked *if you could change one thing in your community that would make it better for people with disabilities, what would it be?* The responses to this question are provided in detail in the section below.

Last Chance:

Focus group participants discussed the changes they would make in their communities to improve life for individuals with disabilities. The top common theme among focus groups was the need for more accessible, affordable transportation options that meet individual needs (8 comments). Illustrative comments related to this need are provided below. All of the common themes about changes from Region VII are presented in Figure 39.

Figure 39.
Last Chance - Region VII Rolla

Legend:
- Need more accessible, affordable transportation options that meet individual needs.
- Enhancements in services for persons with DD; support expansion of resources that fund and/or provide services.
- More Information resources for parents/families.
- More community social,/ recreational options for persons with DD.
- Community employment and support opportunities in the community for persons with DD.

Values: 8, 6, 5, 4, 4

Accessible, Affordable Transportation (8 comments):

More accessible and affordable transportation is needed to improve the lives of people with disabilities in Region VII. *We need more transportation options*. Suggestions from focus group participants included *a group or organization added on so people could get out in the community without mom or dad or allowance for agencies to do it. It would benefit both.* Another focus group participant would like *transportation available on weekends and evenings*.

Enhancement in Services for Persons with Developmental Disabilities (6 comments):

Focus group participants in the Region VII service area would also enhance services for individuals with disabilities. One focus group participant commented that they would provide *more funding for services to the regional center to be able to build capacity and enhance services.* Other participants also stated the need for more funding to enhance services. *We need more funding for services that people with disabilities need, but aren't getting. The need is there.* Another suggested *funding for those people who pass the magic number* [age]. *Those people still need help and shouldn't be stopped from services because they hit a certain age.*

More Information and Resources (5 comments):

Focus group participants want more information and resources in their communities. One participant wants *more public awareness and education to the needs and resources of people with developmental disabilities*. Another stated that they *need more information on living trusts and how guardianship would work if current guardian (s) would suddenly die*. There is need to have more input into issues. *We need more input as far as resources available in our area.*

The MISSOURI PLANNING COUNCIL For DEVELOPMENT DISABILITIES Region VIII: Poplar Bluff Needs Assessment

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Report Prepared For:
The Missouri Planning Council for Developmental Disabilities

January 2006

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PREFACE

The Missouri Planning Council for Developmental Disabilities is a federally-funded, 23-member consumer-driven council appointed by the Governor. Public Law 106-402 mandates the Council to plan, advocate for, and give advice as to programs and services for persons with developmental disabilities to increase their opportunities for independence, productivity, and integration in to communities. The Council's mission is to support communities to include all persons with developmental disabilities in every aspect of life.

The Missouri Planning Council provides partial funding for Regional Advisory Councils across the state. Regional Councils provide grassroots planning and advocacy for improving supports and services for persons with developmental disabilities. This includes serving as an advisory body for the Missouri Department Mental Health, and Division of Mental Retardation and Developmental Disabilities' eleven Regional Centers across the State of Missouri.

In partnership with the Regional Councils, the Missouri Planning Council administered a written survey questionnaire and conducted a series of focus groups throughout the State to facilitate a better understanding of strengths, as well as barriers that self-advocates and families face, in accessing programs, services, and other supports necessary to achieve independence, productivity, and integration in to community life. What is learned from the focus groups and the survey results will assist in the Missouri Planning Council and Regional Councils in their long-range planning and advocacy efforts.

The Missouri Planning Council also wishes to express its gratitude for the assistance of other entities and organizations, committed to serving Missourians with developmental disabilities, in the needs assessment process.

INTRODUCTION

Table 1: Counties

County	# of Returns
Butler	6
Carter	8
Dunklin	8
Howell	7
Oregon	4
Reynolds	-
Ripley	4
Shannon	4
Stoddard	6
Wayne	-

In each of the eleven MRDD Regions in Missouri people with disabilities and their families answered written surveys about different aspects of their life. This included employment, housing, recreation, and education to name a few. These surveys were conducted in all of the counties in Missouri. Table 1 lists the counties in the Poplar Bluff Region and the number of returns that were received from each county. Table 2 represents the MRDD Regions.

Table 2: Regions
Region I: Albany - Council on DD
Region II: Kirksville - Planning and Coordinating Council for DD
Region III: Hannibal - DDA Council of Missouri
Region IV: Kansas City - Metropolitan Council on DD
Region V: Joplin - Council on DD
Region VI: Springfield - Council on DD
Region VII: Rolla - Council on DD
Region VIII: Poplar Bluff - Disability Council of the Ozarks
Regional IX: Sikeston: Regional Council on DD
Region X: Central Missouri - Council on DD
Regional XI: St. Louis - Gateway Regional Advisory Council

Written Survey Respondents:

The majority of the respondents in the Poplar Bluff Region were family members (77.8%). There were 10 responses from persons with a disability (22.2%). Of the 48 that participated in the survey, 3 did not respond to the question *I am a: family member or persons with disability.* Figure 1 presents these findings.

The majority of the respondents received services from the Division of Mental Retardation/Developmental Disabilities (60.4%). Slightly less than 40% did not receive these services. Of the 48 participants that returned the survey, all of the respondents indicated whether they *received or didn't receive* services from MR/DD. (See Figure 2.)

Figure 1: Written Survey Respondents

Family Member: 77.8% (35)
Person with a disability: 22.2% (10)
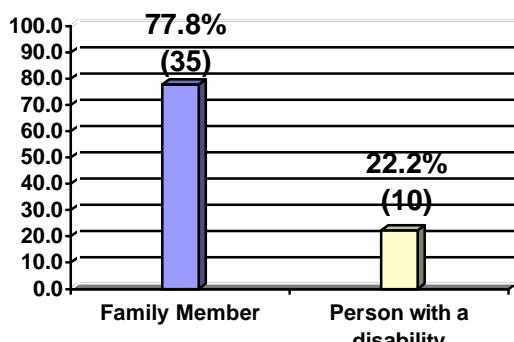
Missing = 3

Figure 2: Respondents Receiving Services
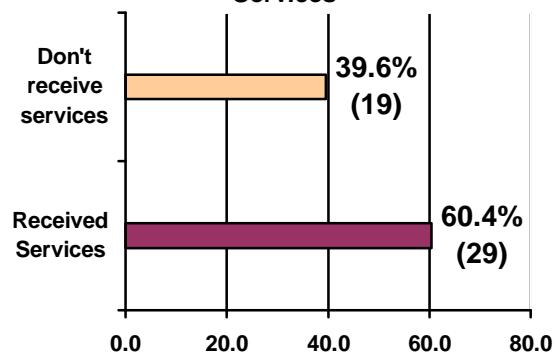
Don't receive services: 39.6% (19)
Received Services: 60.4% (29)

Missing = 0

Focus Group Respondents:

In addition to the written surveys, 14 focus groups were held in the Region VIII area. There were 103 individuals who participated in the focus groups, 23% (24) were individuals with a developmental disability, and the other 77% (79) were family members. Over two thirds (71%) of the focus group participants received services. The following summarizes the results of both the written surveys and the focus groups.

EMPLOYMENT ISSUES

Survey respondents were asked to rank where adults with disabilities work/live in the community. The options were (1) non-employment situations; (2) sheltered employment; (3) community employment with paid supports; and (4) regular job in the community. (See Table 3.)

Table 3. Most and Least Likely Place to Work

Item	Non-Employment Situation	Sheltered Employment	Community Employment with Paid Supports	Regular Job in the Community
Where do adults with disabilities work/spend their day in your community	12 (41.4%)	12 (41.4%)	1 (3.4%)	4 (13.8%)
Where do adults spend the Least amount of time	7 (26.9%)	0 (-)	3 (11.5%)	16 (61.5%)

The respondents were also asked whether the different types of employment opportunities were (1) inadequate; (2) fair; (3) good; or (4) excellent. Table 4 presents the findings. Of the four employment options, sheltered employment services were rated as most adequate (mean of 2.59) and regular jobs in the community were rated as least adequate (mean of 1.64).

Table 4. Adequacy of Employment Settings

Item	Inadequate	Fair	Good	Excellent	Mean
Regular job in the community (11)	7 (63.6%)	1 (9.1%)	3 (27.3%)	0 (-)	1.64
Community Employment with paid support (31)*	17 (54.8%)	9 (29.0%)	4 (12.9%)	1 (3.2%)	1.65
Sheltered Employment (34)*	5 (14.7%)	11 (32.4%)	11 (32.4%)	7 (20.6%)	2.59
Non-employment situation (28)*	13 (46.4%)	6 (21.4%)	5 (17.9%)	4 (14.3%)	2.00
*Scale: 1=Inadequate....4=Excellent *Total number responding*					

Figure 3 reflects respondents rating of the opportunities for regular or supportive employment for people with disabilities in their community. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for employment in the community was seen as *fair* to *inadequate* by 88.2% of those who responded to the question.

Figure 3. Regular or Supported Employment Opportunities

Rating	Percentage (Count)
Excellent	5.9% (2)
Good	5.9% (2)
Fair	29.4% (10)
Inadequate	58.8% (20)
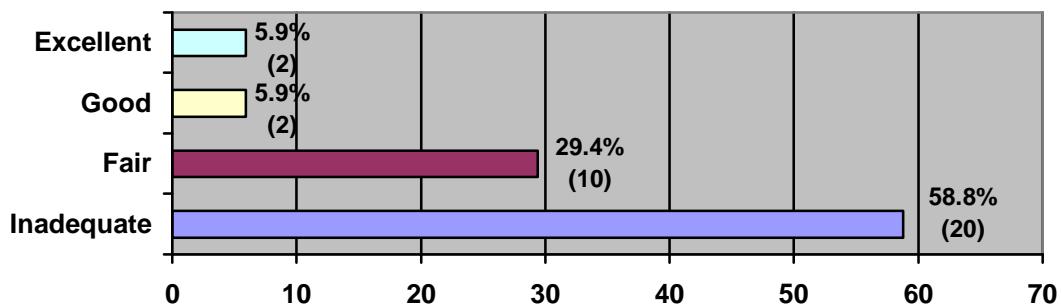
Employment Focus Group Discussion In Region VIII:

Focus group participants from Region VIII were asked to discuss the issues they have with employment, including: 1.) problems and challenges they have experienced in getting employment, and 2.) help and support they need to gain employment. Issues concerning employment are in detail below.

Employment Problems and Challenges:

The focus group participants from the Region VIII service area discussed the problems they have experienced related to employment. The most common employment problem in the Region VIII service area was the fact that there are *few or no job opportunities* (11 comments). Related illustrative comments are provided in detail in the section below. Top themes related to employment are provided in detail in Figure 4.

**Figure 4.
Employment Challenges/Problems
Region 8 Poplar Bluff**

Legend:
- Few or no job opportunities
- Job pays to little, and/or has limited advancement
- Lack of employer supports, including accessibility and accommodations
- No problems in employment.
- Employer perceptions, attitudes, and lack of understanding

Challenge	Frequency
Few or no job opportunities	11
Job pays to little, and/or has limited advancement	8
Lack of employer supports, including accessibility and accommodations	6
No problems in employment.	6
Employer perceptions, attitudes, and lack of understanding	4

4
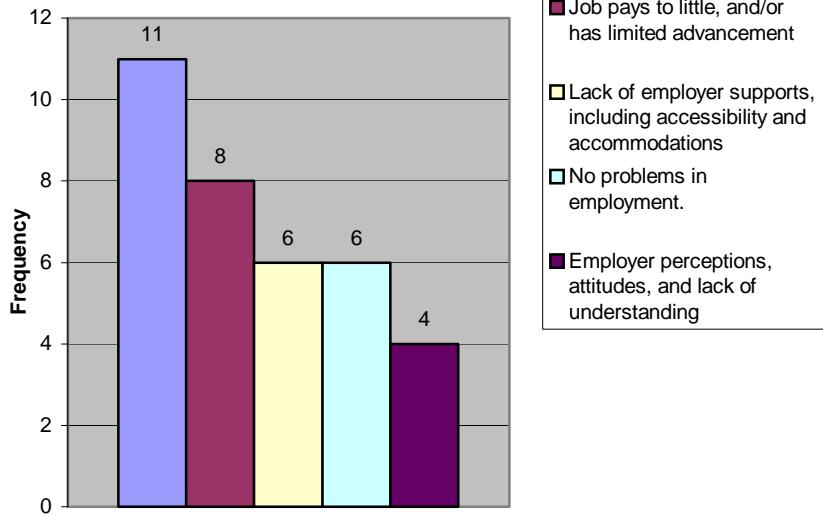
Few or No Job Opportunities (11 comments):

The focus group participants in the Region VIII service area discussed the lack of employment opportunities in their area. People *have had several problems finding a job* in the Region VIII service area. Another focus group participant stated that finding a job is *like finding a needle in a haystack.* There were concerns about family members and their ability to find jobs. One parent stated *I am concerned that my children will have problems with job placement.*

Lack of Employer Supports (6 comments):

The types of supports that people with disabilities need to work are lacking. One focus group participant commented *I have been shuffled from one entity to the other. I was told I have to move to get a job.* A parent discussed the challenges encountered *trying to match my child's skills to the 21st century workplace...but lacking in their abilities rather than their disabilities.*

No Problems in Employment (6 comments):

Some of the focus group participants commented that they had not experienced challenges in employment. Employment was *not an issue* for a couple of job participants. Another commented *I have had problems working other places*, but is not currently experiencing any problems with employment.

Employment Help and Supports:

Focus group participants in the Region VIII-Poplar Bluff service area also discussed the types of help and support they have received for employment. One common type of support was *sheltered workshop employment* (18 comments). Some illustrative comments are included in detail in the section below. The related themes are provided in detail in Figure 5.

Sheltered Workshop Employment (18 comments):

Figure 6 Community-Based Housing/Living Opportunities

- Excellent: 2.7% (1)
- Good: 18.9% (7)
- Fair: 29.7% (11)
- Inadequate: 48.6% (18)

There were several comments made about help and support for employment from the sheltered workshops. Focus group participants commented they had always worked in sheltered workshops. *I have always worked at the workshop. My parents helped me fill out the application.* Other comments about sheltered workshop employment are included below.
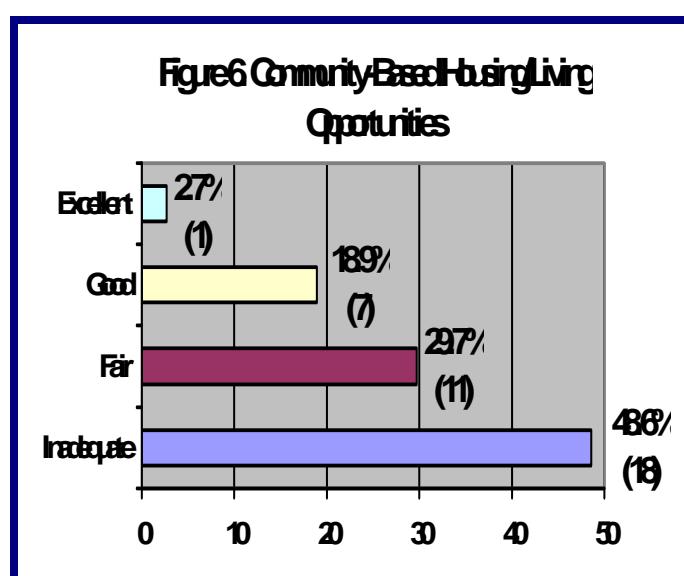
- *I work as a volunteer and keep myself busy always. The workshop is the best place I have worked.*
- *The sheltered workshop has given him [a family member] a place to be.*
- *We moved from St. Louis and son found employment at sheltered workshop.*
- *Our son will be working at a sheltered workshop in Carter County and has been helped a lot to get started.*

Community Employment with Paid Supports (6 comments):

Focus group participants discussed the types of paid supports for employment that they or their family member have received. One participant gave the example *my brother cleans offices, worked at a justice center doing janitorial services. He had a lady coach to help.* Another focus group participant stated *I know of a few people with supported employment. But it has been discontinued.*

RESIDENTIAL SETTING ISSUES

The next section examined was residential settings. The respondents were asked to identify where people with disabilities in their community were most likely to live: (1) a place of their own; (2) at home with family and friends; (3) group home; or (4) large segregated facilities. The majority (50.0%) noted that most were likely to live at home with family or friends. People with disabilities were least likely (5.6%) to live in large segregated facilities. Only (17.9%) noted that people with disabilities live in a place of their own. (See Table 5.)

Table 5. Most and Least Likely Place to Live

Item	Place of their own	At home with family/friends	Group home	Large segregated facilities
Where most likely to live	5 (17.9%)	15 (53.6%)	5 (17.9%)	3 (10.7%)
Where least likely to live	10 (38.5%)	2 (7.7%)	0 (-)	14 (53.8%)

The availability of residential settings was assessed on a four-point scale: (1=Not Available…4=Very Available). Of those who rated the availability of a *place of their own* (35), 22.9% responded as *not available*, while 65.7% indicated that they were *somewhat available.* The most available residential setting was *at home with family/friends* (mean 3.20*),* with *group homes* being the next most available (mean 2.49*).* Few respondents (7.6% of 26) indicated *large segregated facility* as being available. (See Table 6.)

Table 6. Availability of Housing/Living Settings

Item	Not available	Somewhat available	Most available	Very available	Mean
Place of their own (35)*	8 (22.9%)	23 (65.7%)	2 (5.7%)	2 (5.7%)	1.94
At home with family/friends (41)*	0 (-)	5 (12.2%)	23 (56.1%)	13 (31.7%)	3.20
Group home (37)*	3 (8.1%)	19 (51.4%)	9 (24.3%)	6 (16.2%)	2.49
Large segregated facilities (26)*	14 (53.8%)	10 (38.5%)	1 (3.8%)	1 (3.8%)	1.58
*Mean: 1=Not available…4=Very available *Total number responding*					

Figure 6 shows how respondents rated the opportunities for community-based housing/living options. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based housing/living was rated as

Figure 6. Community-Based Housing/Living Opportunities

Excellent	2.7% (1)
Good	18.9% (7)
Fair	29.7% (11)
Inadequate	48.6% (18)

fair (29.7%), or *inadequate* (48.6%) by over 78% of the respondents.
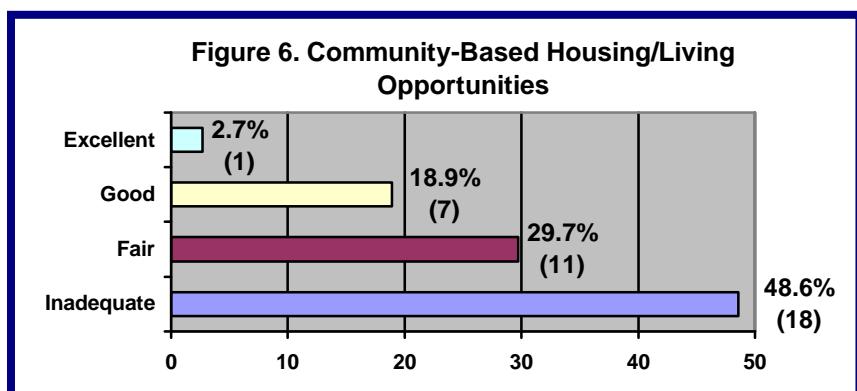
Housing Focus Group Discussion In Region VIII:

The focus groups in Region VIII discussed issues related to housing such as 1.) Problems and challenges experienced in finding a place to live; and 2.) Helps and supports received for housing. Housing related issues discussed in the focus groups in Region VIII are presented below.

Housing Problems and Challenges:

Many of the focus group participants had experienced problems and challenges trying to obtain housing. The most common theme for Region VIII is the *lack of accessible affordable housing* (25 comments). Illustrative comments as they relate to the lack of accessible affordable housing are included below. Common housing problems and themes from Region VIII focus groups are presented in Figure 7.

Figure 7.
Housing Problems/Challenges
Region 8 Poplar Bluff

Legend:
- ☐ Lack of accessible, affordable, safe housing in the community.
- ■ Long waiting lists for HUD housing and other community programs.
- ☐ Impact of community & housing industry perceptions about persons with DD on availability of housing.
- ☐ Challenges of living on one's own in the community.
- ■ Concerns of aging parents- if they can no longer care for son or daughter, what will happen?
- ☐ Issues with group home living.

Chart values (Frequency): 25, 3, 3, 3, 3, 3

Lack of Accessible Affordable Housing (25 comments):

There is a lack of housing that is affordable or accessible in the Region VIII-Poplar Bluff service area. As one focus group participant stated, *availability is an issue and it is hard to find a nice place to live* that is also affordable. Other comments from the focus groups in Region VIII relating to the lack of affordable housing are included in detail below.

Price of Homes Too Expensive: Focus group participants stated that they cannot afford to buy their own homes because prices are too high, and wages too low. *Families can't live on minimum wage. Houses cost too much, over $50,000* to own a house. Others echoed this statement. *I could come close to getting a place in Cotton Belt or a housing project. A lot of people are trapped there because the factories have closed. They can't sell, and families can't live on minimum wage. They can't find a house under $50,000.* Another focus group participant stated *there is no affordable housing in Dexter. People keep prices up to keep people out.* Another issue that affects housing for people with disabilities is that *the cost is too high for the type of house* that is needed.

Rent Too High: *The rent is too high* for many people with disabilities to utilize this housing option. Other focus group participants agreed, *it is a problem to find accessible*

rent for my family. Another added *renting is a problem. Houses are falling down in this area.*

Need Accessible Housing: People with disabilities need accessible housing options. There is a *great need for better accessibility and affordability for people with disabilities.* One focus group participant observed *if you need a home with accessibility then these homes are not adequate for people with that need.*

Problems Keeping Property Up: Focus group participants discussed the problems of keeping property up. Some cannot afford it, while others have landlords that will not make repairs in a timely manner. *Sometimes it is hard to have enough money to work on your own house. It is hard to get loans to buy a home.* Another commented *sometimes my landlord has problems keeping the plumbing fixed.* Others have trouble finding someone to help them with the work. *I have problems keeping my trailer fixed, and it is hard to get people to work on it.*

Housing Support and Help:

Supports and help that people have experienced for housing were also discussed in focus groups in Region VIII. There were only a few comments. Some common support themes included *persons living in their own home with generic or paid supports* (3 comments) and *housing for persons with developmental disabilities* (3 comments). Illustrative comments are provided in detail below. The housing support themes are presented in Figure 8.

**Figure 8.
Housing Help/Support
Region 8 Poplar Bluff**

Legend:
- Persons living in their own home in the community with generic or paid supports.
- Persons living with family.
- Community organizations, neighbors, businesses, banks, etc. that have provided housing supports.
- No problems reported with housing for persons with DD.
- Public programs, resources, and organizations that help with housing (i.e. HUD programs).
- Support from family with planning community housing options.

Values: 12, 9, 6, 5, 3, 3

Persons Living in Own Home with Generic or Unpaid Supports (12 comments):

Some people live in their own homes out in the community. They may receive generic or unpaid supports in order to do so. One individual stated *I was really lucky. I found a home with an attached apartment and put a ramp on it.* Another commented that they *live in, and own their own house.*

Persons Living with Family (9 comments):

Some people said they *live with parents*, *live with family*, or *live with mom.* One person said they *live with my parents and enjoy it* while another added that they *live with my parents and I like it, I have my own room.* One parent explained *No problem - son lives with us and he's happy with us.*

TRANSPORTATION ISSUES

The next area that was discussed on the survey was transportation issues. Four types of transportation were examined: (1) special transportation; (2) public transportation; (3) family and friends; and (4) self-transportation. Very few noted that people with disabilities in their community were likely to use self-transportation (7.7%). Most respondents reported that the most likely use was family and friends (50.0%). (See Table 7.)

Table 7. Most and Least Likely Transportation Choice

Item	Special Transportation	Public Transportation	Family and Friends	Self-transportation
How do people get around	6 (23.1%)	5 (19.2%)	13 (50.0%)	2 (7.7%)
Least likely	7 (26.9%)	4 (15.4%)	2 (7.7%)	13 (50.0%)

The adequacy of transportation options was assessed on a four-point scale (1=Inadequate… 4=Excellent). All four options were rated as *fair* or a little above *fair* by the respondents. Of those rating *special transportation*, over 50% rated it as *inadequate*. Of those who rated *public transportation*, over 55% felt it was either *inadequate* or *fair*. While *self transportation* received an overall rating of *fair* to *good*, 45.0% rated it as *inadequate* and 30.0% rated it as *excellent.* Table 8 presents the findings.

Table 8. Adequacy of Transportation

Item	Inadequate	Fair	Good	Excellent	Mean
Special transportation (31)*	14 (35.9%)	11 (28.2%)	9 (23.1%)	5 (12.8%)	2.13
Public transportation (36)*	11 (27.5%)	17 (41.5%)	8 (20.0%)	4 (10.0%)	2.13
Family and friends transportation (34)*	5 (11.6%)	13 (30.2%)	16 (37.2%)	9 (20.9%)	2.67
Self transportation (20)*	16 (44.4%)	8 (22.2%)	3 (8.3%)	9 (25.0%)	2.14
1=Inadequate…4=Excellent *Total number responding					

Figure 9 shows how respondents rated community-based transportation opportunities for people with disabilities. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based transportation was rated as *fair* (29.7%) or *inadequate* (56.8%) by over 86% of the respondents.

Figure 9. Community-based Transportation Opportunities

Transportation Focus Group Discussion in Region VIII:

Focus group participants in Region VIII discussed issues related to transportation including 1.) Problems and challenges, and 2.) Help and support received for transportation. Discussion of transportation issues as it relates to the focus groups conducted in Region VIII, are provided in detail below.

Transportation Challenges/Problems:

Focus group participants discussed some of the challenges and problems they have experienced trying to obtain transportation. One of the most common themes among the focus groups were *availability and transportation options* (23 comments). Illustrative comments are provided in detail below. Illustrative comments related to the top themes in transportation challenges are presented in detail in Figure 10.

**Figure 10.
Transportation Challenges/Problems -
Region 8 Poplar Bluff**

- ■ Availability and transportation options, especially in rural areas.
- ■ Cost to meet transportation needs.
- □ Limited transportation schedules.
- □ Reliable, consistent transportation services (e.g. arrive on time).
- ■ Vehicle accessibility.

Frequency values: 23, 7, 7, 4, 2

Availability and Transportation Options (23 comments):

Transportation availability and options are lacking. This is especially true in some rural settings. According to on focus group participant in the Region VIII service area *if you call and it is not an emergency, they ask you if you have a car.* Other comments about transportation availability are included in detail below.

Must Rely on Family and Friends: Several focus group participants commented it was necessary to rely on family and friends for transportation. One focus group participant gave the example that they lived *out of the city limits and must rely on parents and friends for transportation.* Another added that *transportation is not available. My family has to do the transportation.*

No Transportation to Jobs: Some focus group participants commented on the limits that no available transportation places on them. Some would like to work, but are not able to find transportation to and from jobs. One family member commented *my son wants to work, but we live in a rural area and he can't get transportation.* Another focus group participant echoed this statement *there is no local transportation available to get to work, or to town.*

Limited Transportation for Children: There are not many options for transportation for children with disabilities in the Region VIII service area. For example, one participant stated that there was *no transportation for children* in their area. Another participant commented that the only option was through school, and it was limited. *There is no transportation for children in school. It* [the bus] *doesn't get to school before 8:45.*

12

Transportation is not Flexible: Participants stated that the public transportation needs to be more flexible in its scheduling. One participant commented that *if there was transportation available, I would definitely use it. However, it doesn't run after 4 p.m. or anytime on weekends.* Another echoed this *transportation doesn't run after 4 p.m. or on weekends.*

Must Rely on Own Transportation: A few focus group participants rely on their own transportation because of the lack of accessible transportation. One participant stated *I walk anyplace [uses wheelchair] I wish because I can't get a ride when I want one.* Another stated that I have a car because there is no extra transportation in this county.

Transportation Help and Support:

Focus group participants in the Region VIII-Poplar Bluff service area discussed the types of help and support they had received for transportation. A majority of comments were that *family provides transportation supports* (10 comments). Illustrative comments are provided below. The common themes from the focus group discussion on transportation help and support are presented in Figure 11.

Figure 11.
Transportation Help/Support -
Region 8 Poplar Bluff
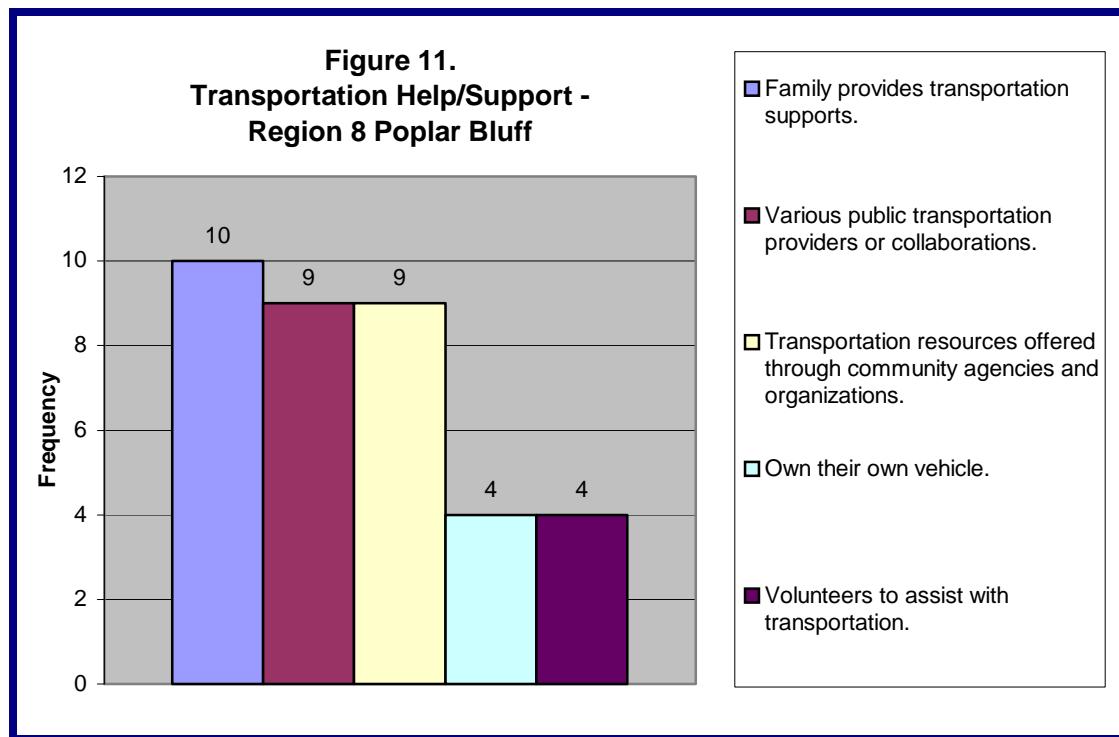
Family Provides Transportation Support (10 comments):

Focus group participants receive support and help for transportation through their families. One focus group participant provided the example *my mother transports me to get groceries once a month.* Another said that *my sister takes me shopping.* One focus group participant was very appreciative of this support, *my mom and dad are very good about taking me places.*

Various Public Transportation Providers or Collaborations (9 comments):

A few focus group participants commented that they received support for transportation from public transportation providers or collaborations. One focus group participant stated that *there is a transit bus with a wheelchair lift* that is provided in their area. Another added that *Howell County has three forms of transportation. They will take you where you want to go if you can set up an appointment. Parents can get reimbursed by Medicaid.*

CHILDCARE ISSUES

Respondents were asked to identify the childcare option used most and least in their community by families who have a child with a disability. The childcare options given in the survey included: (1) regular childcare; (2) segregated or special childcare; and (3) family or friends. Most noted that *family or friends* were the *most likely* choice for childcare (75.0%). Few (8.3%) saw *regular childcare* as the *most likely choice*, and almost 50% saw *segregated or special childcare* as the *least likely choice*. (See Table 9.)

Table 9. Most and Least Likely Child Care Choice

Item	Regular childcare	Segregated or special childcare	Family or friends
Most likely childcare	2 (8.3%)	4 (16.7%)	18 (75.0%)
Least likely childcare	11 (47.8%)	11 (47.8%)	1 (4.3%)

The adequacy of childcare options was assessed on a four-point scale (1=Inadequate… 4=Excellent). The lowest rating was for *segregated childcare*, which received a mean rating of 1.47. Almost two-thirds of the respondents rating this option rated this setting as *inadequate*. The highest rating was for *family childcare* (mean of 2.72). Almost two-thirds of those rating this option rated this type of childcare as *good* or *excellent.*

Table 10. Adequacy of Child Care

Item	Inadequate	Fair	Good	Excellent	Mean
Regular childcare (36)*	22 (61.1%)	9 (25.0%)	4 (11.1%)	1 (2.8%)	1.56
Segregated childcare (30)*	19 (63.3%)	8 (26.7%)	3 (10.0%)	0 (-)	1.47
Family childcare (36)*	5 (13.9%)	9 (25.0%)	13 (36.1%)	9 (25.0%)	2.72
*Scale: 1=Inadequate...4=Excellent *Total number responding*					

Figure 12 reflects how respondents rated the opportunities for community-based childcare for families with a child who has a disability. The rating was on a four-point scale (1=Inadequate...4= Excellent). Opportunity for community-based childcare for children with disabilities was rated as *inadequate* by 64.9% of the respondents, and *good* by 10.8%.
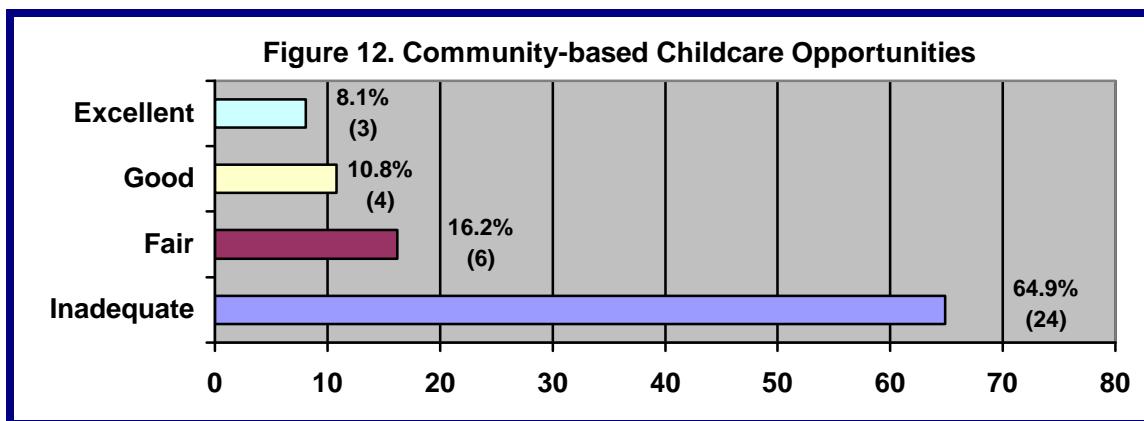
Figure 12. Community-based Childcare Opportunities

- Excellent: 8.1% (3)
- Good: 10.8% (4)
- Fair: 16.2% (6)
- Inadequate: 64.9% (24)

Childcare Focus Group Discussion in Region VIII:

Focus group participants discussed the problems and challenges they have experienced in trying to obtain childcare for their child with a disability. In addition, the focus groups also examined the types of childcare helps and supports available. This section presents the findings from focus groups in the Region VIII-Poplar Bluff service area in detail.

Childcare Problems:

Participants in the focus groups conducted in Region VIII discussed the challenges and problems they experienced in trying to obtain childcare. One common theme that emerged from the focus groups is the *lack of providers, or sitters with specialized skills to support kids with a disability* (6 comments). Illustrative comments related to the top common childcare problems are provided below. Themes from the focus groups in Region VIII as relates to childcare problems are presented in Figure 13.

**Figure 13.
Childcare Problems -
Region 8 Poplar Bluff**
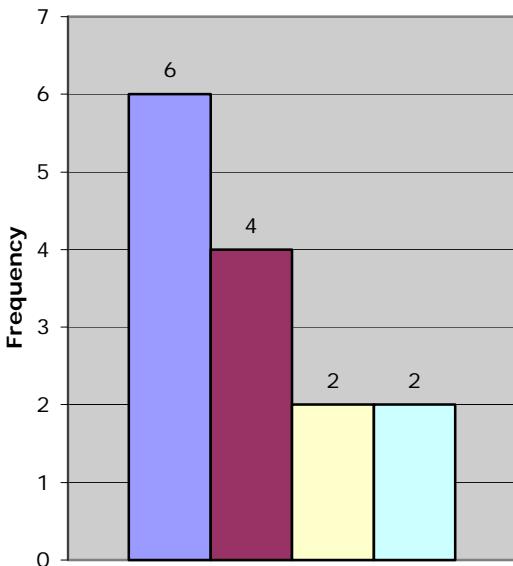
Legend:
- ☐ Lack of providers, or sitters with specialized skills to support kids with a disability.
- ☐ Lack of family/friends to provide childcare.
- ☐ Liability issues in supporting children with DD.
- ☐ Childcare schedules not flexible or accommodating enough for families.

Lack of Providers with Specialized Skills (6 comments):

Some focus group participants in Region VIII commented that there is a lack of providers and babysitters with the specialized skills to care for children with disabilities. One focus group participant commented that *day care isn't trained, and they don't do training*. In one area there is *no help available, and no one is trained to do this* [care for a child with a disability].

Childcare Help and Support:

Focus group participants in the Region VIII service area discussed the types of help and support they had received for childcare. There were only a few comments made about help and support with childcare. Most commonly *family and friends assist with arranged or providing childcare services* (18 comments). Some illustrative comments of this are included below.

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Figure 14.
Childcare Help/Support -
Region 8 Poplar Bluff
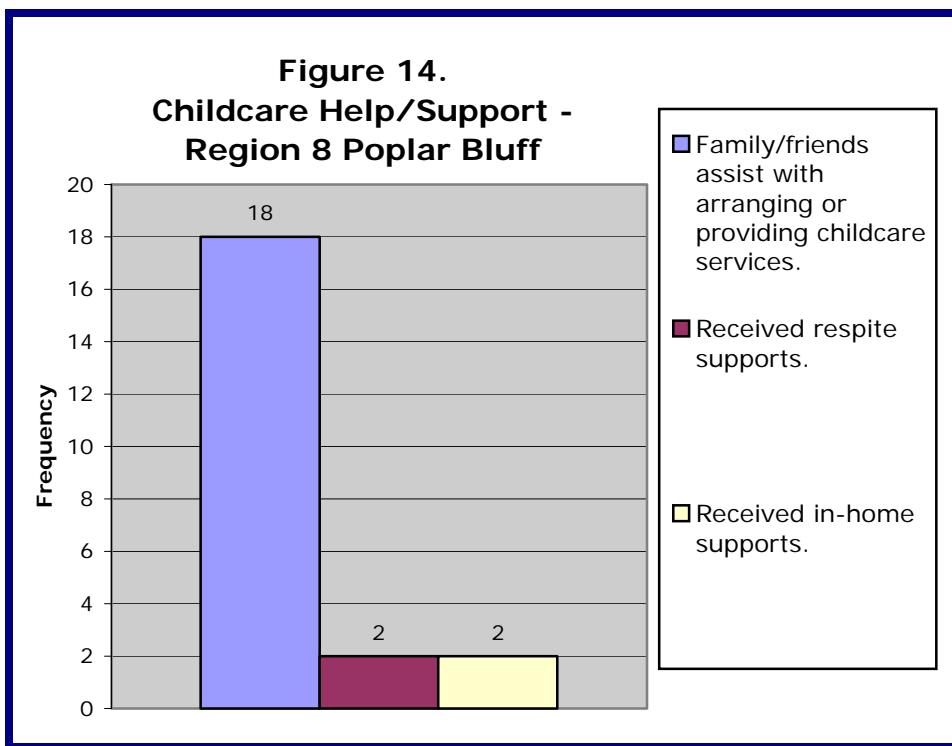
Family and Friends Assist with Arranging Childcare Services (18 comments):

Many people rely on family and friends to provide child care assistance and help. In one instance a family received financial assistance for having a family friend provide childcare. Most of the participants in the focus groups only commented that they received childcare assistance *from family*. One participant stated that they *have a big family and there is a lot of support.*

EARLY INTERVENTION SERVICE ISSUES

The next section of the survey examined issues related to early intervention programs or services. The programs that the survey focused on were: (1) First Steps; (2) special needs pre-school; (3) Head Start; (4) regular pre-school; and (5) therapies. *First Steps* was indicated as the *most likely* to be used by 34.8% of the survey respondents. *First Steps* was also identified as *least likely* to be used by 45.8% of the respondents.

Table 11. Most and Least Likely Early Intervention Service Choices

Item	First Steps	Special needs pre-school	Head Start	Regular pre-school	Therapies
Child services	8 (34.8%)	3 (13.0%)	4 (17.4%)	1 (4.3%)	7 (30.4%)
Child services least likely	11 (45.8%)	2 (8.3%)	6 (25.0%)	1 (4.2%)	4 (16.7%)

The adequacy of early intervention services was rated on a four-point scale (1=Inadequate…4=Excellent). Head Start received the highest mean rating (2.59). Table 12 presents the data.

Table 12. Adequacy of Early Intervention Services

Item	Inadequate	Fair	Good	Excellent	Mean
First steps/infant-toddler programs (34)*	10 (29.4%)	12 (35.3%)	6 (17.6%)	6 (17.6%)	2.24
Special needs pre-school (33)*	12 (36.4%)	9 (27.3%)	8 (24.2%)	4 (12.1%)	2.12
Head Start (34)*	4 (11.8%)	12 (35.3%)	12 (35.3%)	6 (17.6%)	2.59
Regular pre-school other than Head Start (33)*	11 (33.3%)	8 (24.2%)	11 (33.3%)	3 (9.1%)	2.18
Therapies (33)*	7 (21.2%)	11 (33.3%)	10 (30.3%)	5 (15.2%)	2.39
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 15 shows how respondents rated the availability of early intervention services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Approximately 76% of the respondents saw early intervention services as *mostly available* or *somewhat available*.

Figure 15. Early Intervention Opportunities

- Very Available: 7.9% (3)
- Mostly Available: 23.7% (9)
- Somewhat Available: 52.6% (20)
- Not Available: 15.8% (6)

Early Intervention Focus Group Discussion in Region VIII:

Focus group participants in the Region VIII service area discussed the ways that early intervention services and supports had helped to enhance potential. Early intervention and related issues are presented in detail below.

Early Intervention Services and Supports:

Focus group participants in the Region VIII service area are getting early intervention services and supports from a variety of different entities. One common source include the *Parents as Teachers Program offered supports for the child and family* (8 comments). Some illustrative comments from the top common themes are provided below in detail. The common themes about early intervention are presented in Figure 16.

Figure 16.
Early Intervention Service/
Supports - Region 8 Poplar Bluff
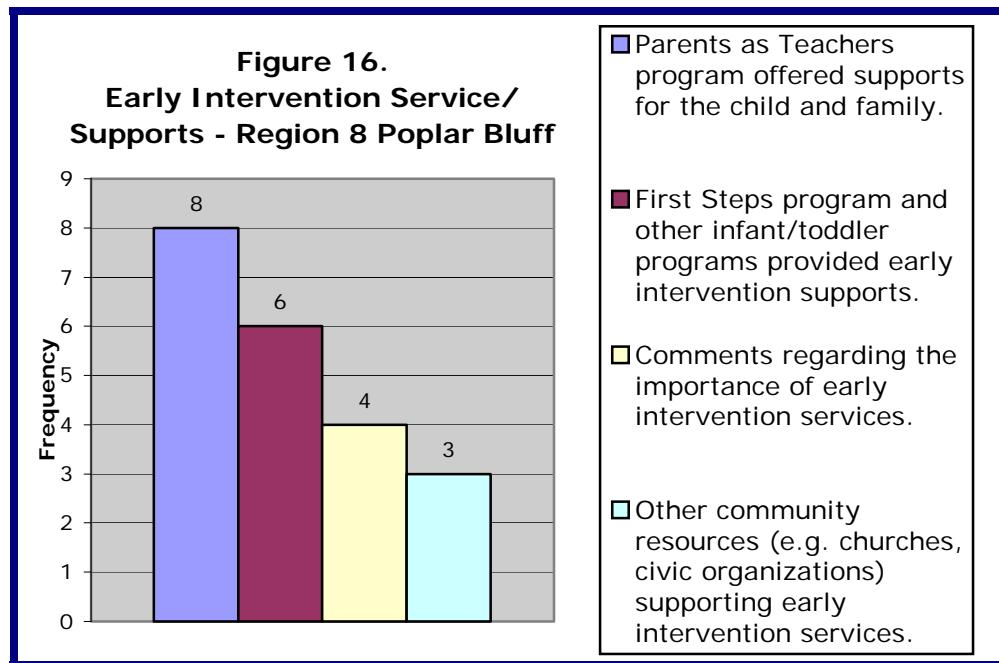
Parents as Teachers Offers Support (8 comments):

Focus group participants commented that the Parents as Teachers programs in their areas provided help and support for early intervention. One focus group participant commented *we used Parents as Teachers, it was good.* Another commented that *Parents as Teachers is an excellent program, especially in West Plains. They dealt with my child and it has been excellent. My child is now over in the public school and is doing a great job.* Another focus group participant added, *Parents as Teachers came within two months and brought all kinds of information.*

EDUCATIONAL SERVICE ISSUES

The survey respondents were asked what type of school services were most and least likely to be used. The types of educational services were: (1) included in regular public school education; (2) special public school education; (3) state school education; and (4) private home education. None used *private/home education* (0%). Respondents indicated that the most often used educational services were either *special public school education* (45.5%) or *included in regular public school education* (31.8%). (See Table 13.)

Table 13. Most and Least Likely Educational Services Choices

Item	Included in regular public school education	Special public school education	State school education	Private/home education
What types of educational programs most likely to use	7 (31.8%)	10 (45.5%)	5 (22.7%)	0 (-)
What types of educational programs least likely to use	6 (27.3%)	1 (4.5%)	5 (22.7%)	10 (45.5%)

The adequacy of educational services was rated on a four-point scale (1=Inadequate… 4=Excellent). The highest rated educational type was *state school* (mean of 2.65). The lowest was *private home education* (mean of 1.72). Table 14 presents the findings.

Table 14. Adequacy of School Services

Item	Inadequate	Fair	Good	Excellent	Mean
Included in regular public school education (42)*	12 (28.6%)	15 (35.7%)	11 (26.2%)	4 (9.5%)	2.17
Special public school education (38)*	8 (21.1%)	16 (42.1%)	9 (23.7%)	5 (13.2%)	2.29
State school (34)*	4 (11.8%)	11 (32.4%)	12 (35.3%)	7 (20.6%)	2.65
Private-home education (25)*	13 (52.0%)	7 (28.0%)	4 (16.0%)	1 (4.0%)	1.72
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Respondents were asked to rate the availability of (1) inclusive educational opportunities; (2) transition services; and (3) post-high school opportunities in their community. Figures 17-19 detail the results.

Figure 17 shows how respondents rated the availability of inclusive educational services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Inclusive educational opportunities* were seen as *somewhat available* by 50.0% of the respondents.

Figure 17. Inclusive Educational Opportunities

Figure 18 shows how respondents rated the availability of transition services for people with disabilities from school to work in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Transition services* were seen as *somewhat available* by 42.4% of the respondents.
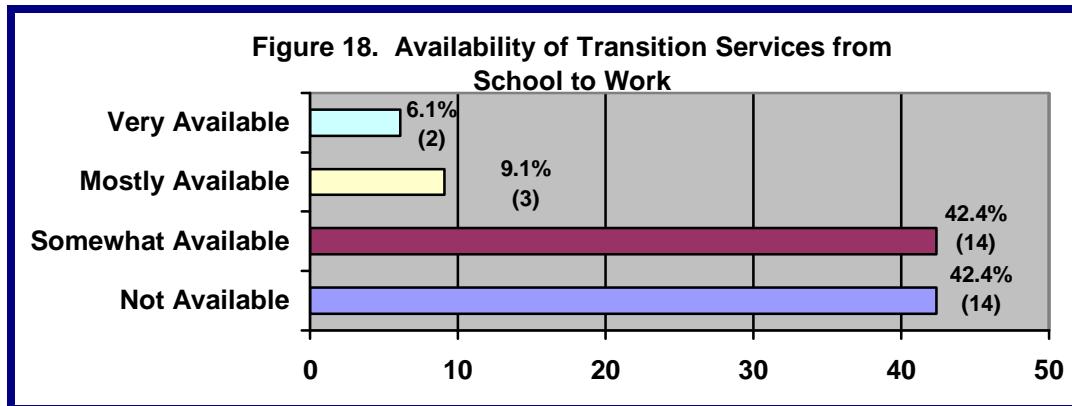
Figure 18. Availability of Transition Services from School to Work

Rating	Percentage (count)
Very Available	6.1% (2)
Mostly Available	9.1% (3)
Somewhat Available	42.4% (14)
Not Available	42.4% (14)

Figure 19 shows how respondents rated the availability of post-high school educational opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of post-high school educational opportunities was seen as *somewhat available* (58.6%) or *not available* (34.5%) by over 93% of the respondents.

Figure 19. Availability of Post-high School Educational Services

Rating	Percentage (count)
Very Available	3.4% (1)
Mostly Available	3.4% (1)
Somewhat Available	58.6% (17)
Not Available	34.5% (10)
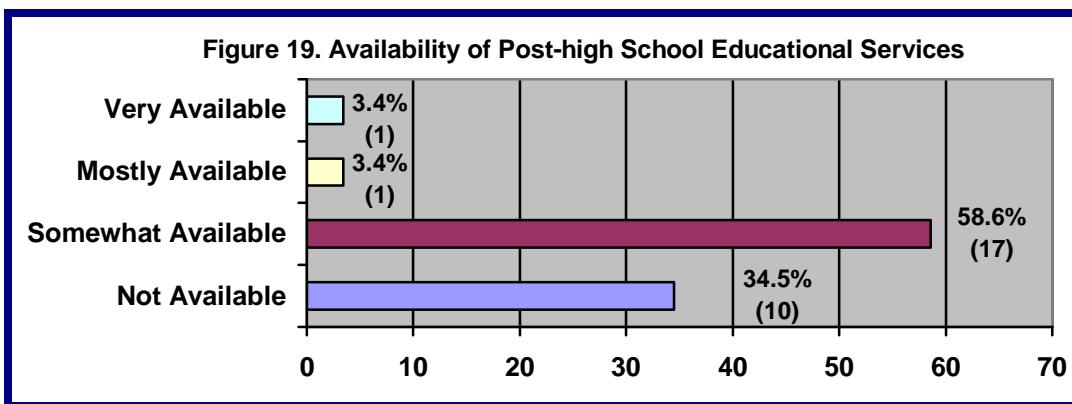
Education Focus Group Discussion in Region VIII:

Experiences with the educational system were discussed in focus groups conducted in Region VIII. Focus group participants related 1.) the barriers and problems experienced with education, and 2.) the helps and supports received that helped maximize educational potential. Focus group discussions related to education are provided in detail below.

Educational Problems and Challenges:

Focus group participants in Region VIII discussed the types of challenges and problems they have experienced with the education system. One common theme discussed by the focus group participants was the *lack of quality individualized supports* (16 comments). Some illustrative comments based on the common themes are provided in detail below. Themes related to challenges and problems in education are presented in Figure 20.

**Figure 20.
Education Challenges/Problems -
Region 8 Poplar Bluff**

A bar chart with a y-axis labeled "Frequency" ranging from 0 to 18. Four bars are shown with values 16, 6, 5, and 3.

Legend:
- Lack of quality, individualized supports are minimizing student potential.
- Lack of parental, and other advocacy, affects the obtaining of needed supports.
- Lack of resources limiting needed supports and services.
- School personnel misperceptions/ attitudes concerning learning capacity and support needs of students with DD.
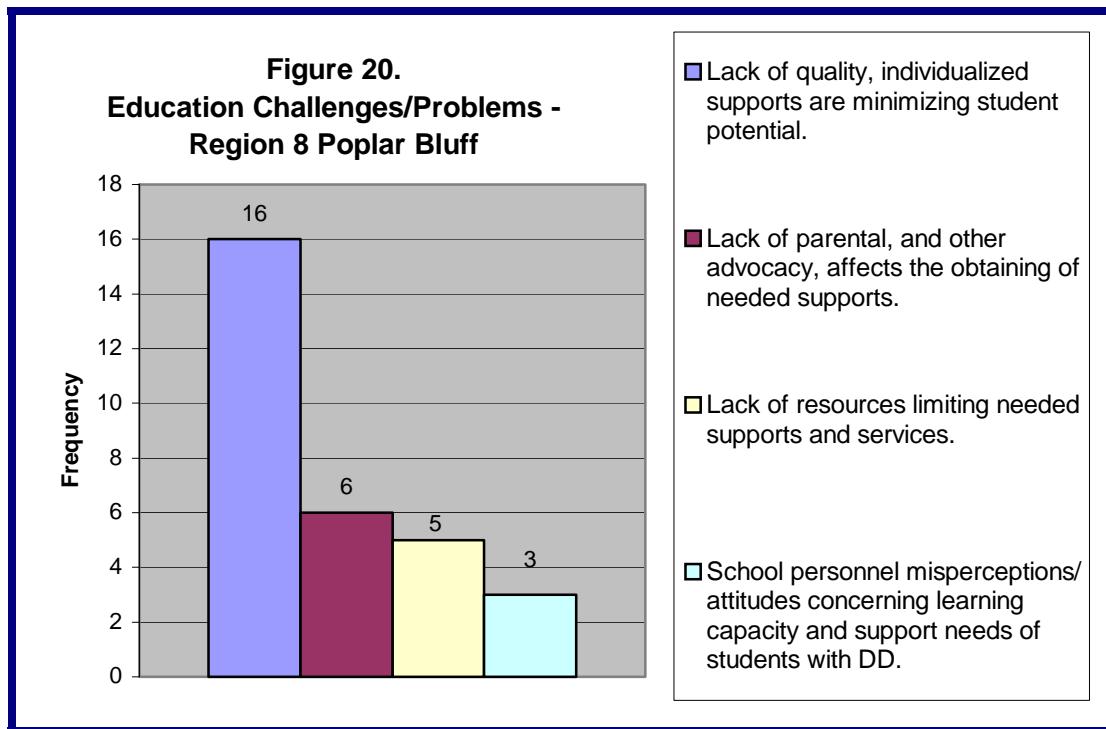
Lack of Quality Individualized Supports (16 comments):

A common theme discussed among focus group participants in Region VIII was the lack of quality individualized supports for people with disabilities. Some individuals had difficulties because they didn't receive any help with education. One focus group participant, was *pushed through school and can't read or write, and wish I could.* Other comments related to the lack of educational supports are provided in detail in the section below.

Lack of Support in Mainstreamed Classrooms: Focus group participants commented on the lack of support in mainstreamed classrooms. One focus group participant commented that their child was *mainstreamed and passed through 5th and 6th grade, and now can't do anything.* Another commented that their *child was in a regular classroom but was not allowed in technical school.* Their child *did very poorly in regular classes.*

Lack of Support in High School: The focus group participants made comments indicating that there is not enough support once people with disabilities reach the high school level. One participant commented that they had *received good support up to middle school.*

Once in high school, they [the high school] *were uncooperative and did not want to put her* [daughter] *in inclusive classrooms.* Another commented that the *education in their area was not good at all. It is like a babysitting service, they are watching television. They aren't even trying to teach at the high school level.*

Lack of Parent and other Advocacy Affects Obtaining of Supports (6 comments):

There is a need for advocacy by parents and others for children with special education needs. One parent discussed the experiences they had. *My son was unable to attend regular school. I had a very hard time getting him to Doniphan to the state school. It was a long distance. I had to fight to get any services.* Another commented *I had to fight to get my daughter tested. Just this year we have the first special needs classroom in the school. We have the first special needs teacher. The school will not test children unless you really complain and yell a lot.*

Educational Help and Supports:

Focus group participants also discussed the types of education help and support they had received. The Region VIII focus group participants stated *teachers and classroom aides supported the student to be successful* (5 comments). Some illustrative comments about these educational supports are provided in detail below. Common themes are presented in Figure 21.

Figure 21.
Education Help/Support -
Region 8 Poplar Bluff

Legend:
- Teachers and classroom aides supported the student to be successful.
- Student supported to participate in special education.
- Students/families satisfied with school services received.
- Student supported to participate in regular education.
- Student supported to graduate or receive GED.
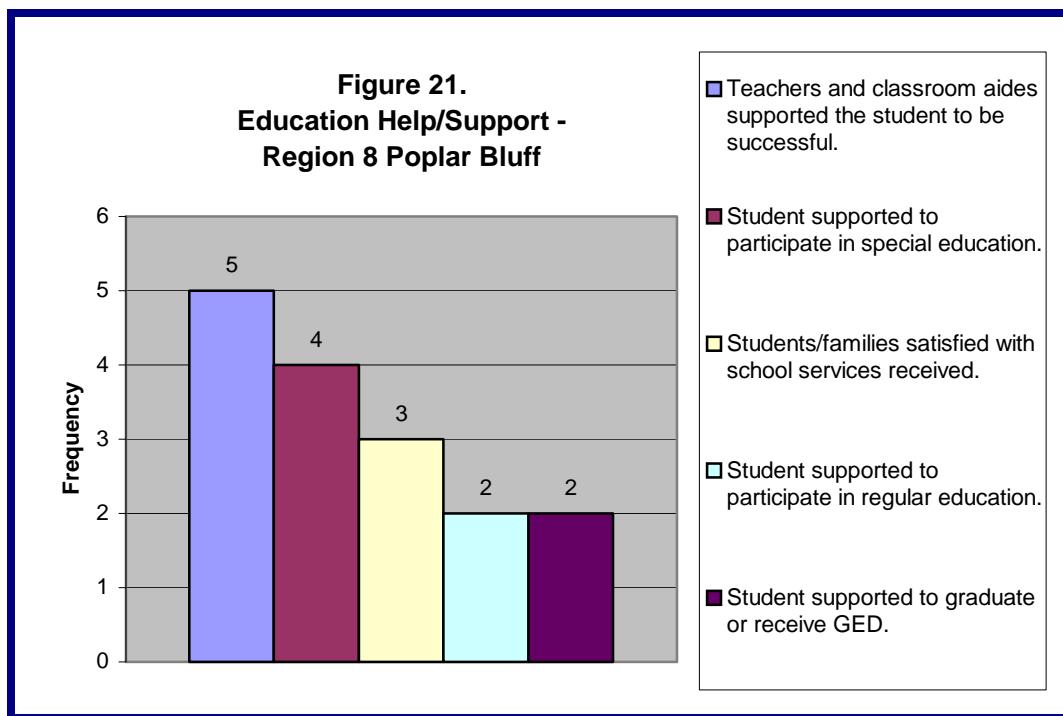
Teachers and Classroom Aides Support Students (5 comments):

Focus group participants stated that teachers and classroom aides have provided educational support for students with disabilities. One parent gave the example *my daughter is in high school, and the teachers have been helpful so far.* Another focus group participant gave a personal example *I went to regular high school and had a couple of teachers who were like best friends to me. I really liked them.*

HEALTH CARE SERVICE ISSUES

Survey respondents were asked to identify where people with disabilities were most likely or least likely to go to get health care services in their community. Respondents were asked to select from the following types of health care services: (1) hospitals/emergency room; (2) doctor's office; (3) community health clinics; (4) residential health center; and (5) local health departments. The majority of the respondents indicated that people with disabilities received their health care at the *doctor's office* (39.1%). Few used *local health departments* (13.0%) or *residential health care centers* (4.3%). (See Table 15.)

Table 15. Most and Least Likely Health Care

Item	Hospitals/ Emergency room	Doctor's office	Community health clinics	Residential health care center	Local health departments
Where most likely to go for health care services	5 (21.7%)	9 (39.1%)	5 (21.7%)	1 (4.3%)	3 (13.0%)
Least likely to go	3 (13.6%)	1 (4.5%)	2 (9.1%)	13 (59.1%)	3 (13.6%)

The adequacy of health care services was assessed on a four-point scale (1=Inadequate… 4=Excellent). All health care services were rated as *inadequate* or *fair* by over 65% of those who responded. *Hospitals/emergency rooms* were rated by over 85% of the respondents as *inadequate* (55.2%) or *fair* (31.0%). *Doctor's offices* were rated as *inadequate* (40.0%) or *fair* (30.0%) by 70% of the respondents. Residential care center received the highest mean rating (2.33) and Hospitals/emergency rooms received the lowest mean rating (1.66).

Table 16. Adequacy and Availability of Health Care Services

Item	Inadequate	Fair	Good	Excellent	Mean
Hospitals/emergency room (29)	16 (55.2%)	9 (31.0%)	2 (6.9%)	2 (6.9%)	1.66
Doctor's office (40)*	16 (40.0%)	12 (30.0%)	11 (27.5%)	1 (2.5%)	1.93
Community health clinics (35)*	14 (40.0%)	11 (31.4%)	3 (8.6%)	7 (20.0%)	2.09
Residential health care center (27)*	8 (29.6%)	10 (37.0%)	1 (3.7%)	8 (29.6%)	2.33
Local health department (37)*	13 (35.1%)	14 (37.8%)	3 (8.1%)	7 (18.9%)	2.11
Scale: 1=Inadequate…4=Excellent		*Total number responding*			

Figure 22 shows how respondents rated the availability of health care services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of health care services was rated as *somewhat available* (26.3%) or *not available* (52.6%) by almost 80% of the respondents.
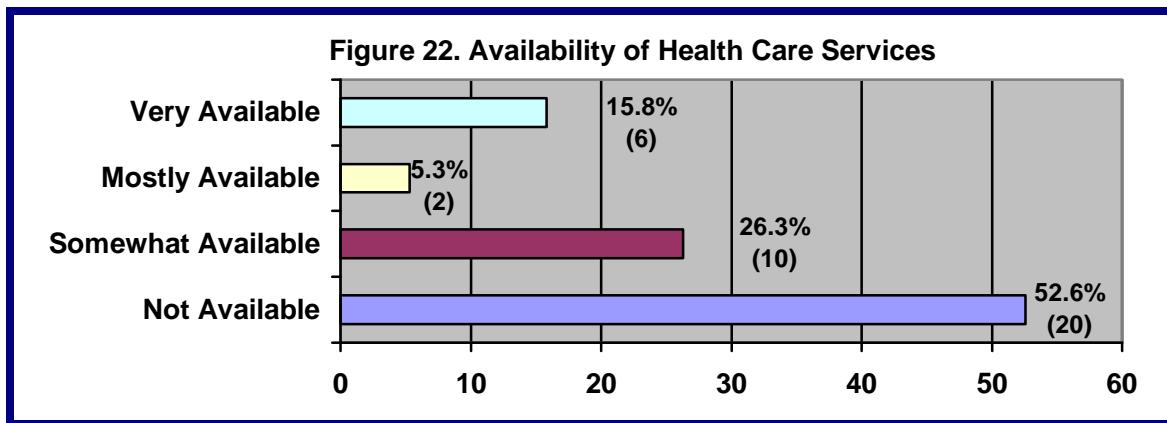
Figure 22. Availability of Health Care Services

Category	Percentage (Count)
Very Available	15.8% (6)
Mostly Available	5.3% (2)
Somewhat Available	26.3% (10)
Not Available	52.6% (20)

Figure 23 reflects how respondents rated the availability of dental services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of dental services was rated as *somewhat available* (22.2%), or *not available* (55.6%) by over 77% of the respondents.

Figure 23. Availability of Dental Services

Category	Percentage (Count)
Very Available	22.2% (4)
Mostly Available	0
Somewhat Available	22.2% (4)
Not Available	55.6% (10)
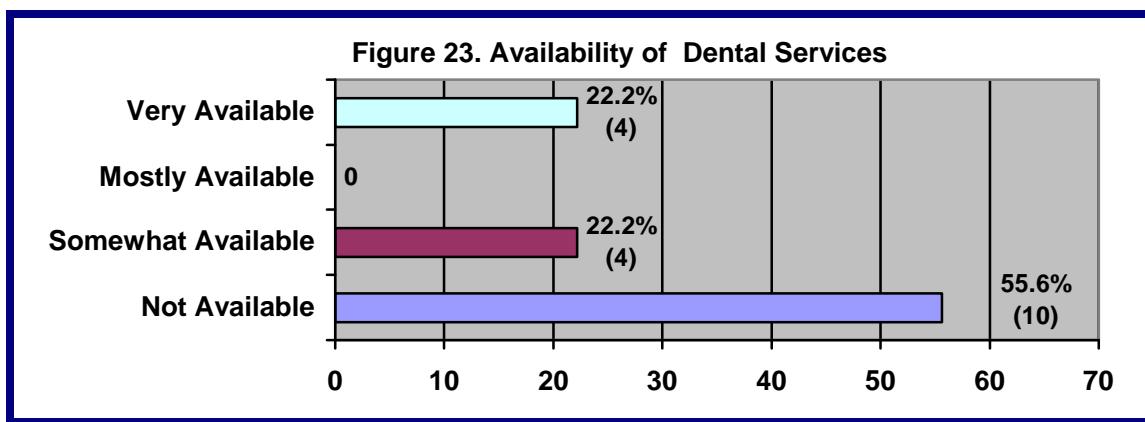
Healthcare Focus Group Discussion for Region VIII:

Issues relating to healthcare for individuals with disabilities were discussed in the focus groups conducted throughout the Region VIII service area. Focus group participants related the challenges and problems they had experienced trying to obtain healthcare. The types of healthcare help and support available were also discussed. Focus group discussion of healthcare related issues is presented in detail below.

Healthcare Challenges and Problems:

Healthcare challenges and problems that focus group participants had experienced in the Region VIII service area were discussed. One common theme to emerge from the focus groups conducted in the Region VIII area were *public health insurance program issues that impact persons with DD* (19 comments).
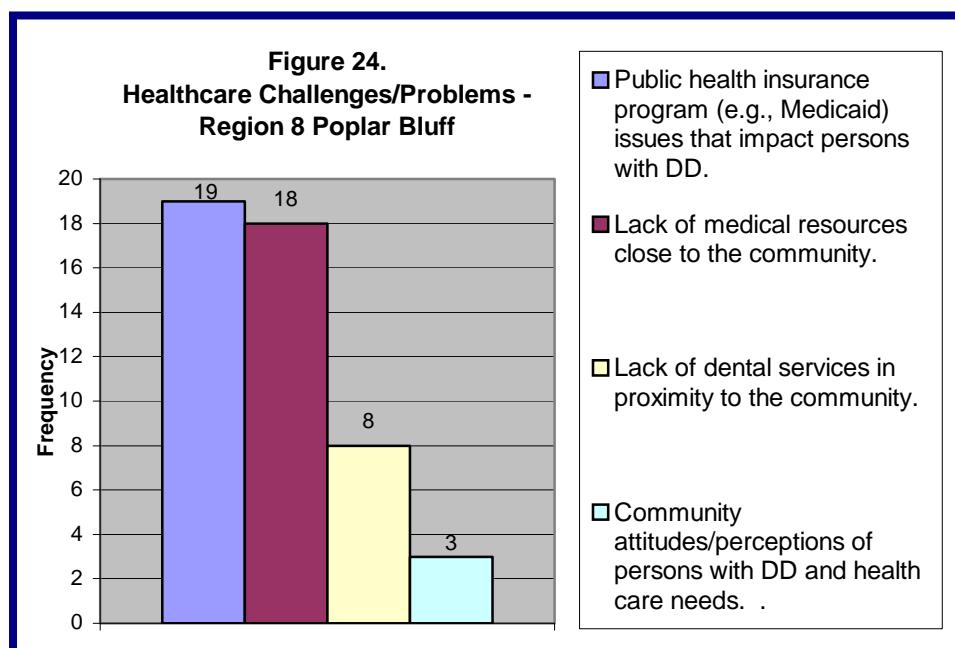
Figure 24.
Healthcare Challenges/Problems -
Region 8 Poplar Bluff

Legend
☐ Public health insurance program (e.g., Medicaid) issues that impact persons with DD.
■ Lack of medical resources close to the community.
☐ Lack of dental services in proximity to the community.
☐ Community attitudes/perceptions of persons with DD and health care needs. .

Bars: 19, 18, 8, 3 (Frequency axis 0–20)

Illustrative comments related to the top common healthcare problems are provided below. The common healthcare problems themes from the focus groups conducted in Region VIII are presented in Figure 24.

Public Insurance Program Issues (19 comments):

There were several comments regarding public insurance programs and the barriers they pose to health care services. In particular, the limits placed on dental and eye care have made it very difficult for people to find care.

> *No Dental for Children on Medicaid:* Several comments made in the Region VIII service area pertained to the lack dentists and dental care with Medicaid. One individual commented that *there is no dental for my child that is on Medicaid.* Others echoed this comment. *My daughter is on Medicaid and not all Dentists will take Medicaid.* Other comments included:
> - *Providers are selective sometimes because my child has issues with dentists.*
> - *It is very difficult to find a dental specialist to take Medicaid or even to take a child with self pay.*
> - *Our son is on Medicaid and we have to drive to New Madrid for a dentist.*

> *Limited Assistance with Visual Care:* Focus group participants in the Region VIII service area are also finding it difficult to get assistance with visual care. One individual commented that *a few places take Medicaid for visual. If it is a serious condition, we have to go to Springfield or are shipped off someplace else.* Another limitation are the frames that Medicaid will assist with. *Medicaid has just certain frames to choose from and some of them are broken, or they break easily.* Some people don't get reimbursed at

all. *About a year ago, a local eye doctor quit taking Medicaid and so now I have to go to Wal-Mart and just buy glasses and there is no reimbursement from Medicaid.*

Lack of Medical Resources close to the Community (18 comments):

There were several comments regarding the lack of medical resources close to the community such as *it is difficult to see the doctor from here, no doctor is usually here so we drive to Poplar Bluff, our son has to be taken to New Madrid for a doctor, it's too far to get to the doctor's office,* and *it is really difficult to see a specialist.* One parent *takes child to St. Louis and it's an all day trip* while another shared that the *doctor's here couldn't take care of my daughter's seizures.* One person said they *need one doctor that can know what is going on entirely.*

Lack of Dental Services in Proximity to Community (8 comments):

Dental services located in proximity to smaller communities are lacking in the Region VIII service area. Some focus group participants try to use the Elks van when it comes through their town, but *Elks cancel a lot and don't get here*. Another commented *we used the Elks van and then they closed the unit.*

There are no special dental services in smaller areas. One individual commented that *there is no dentist in Howell. There are no braces, no health coverage for dental for children with severe oral health issues.* Another added *this is a real issue. We go for small problems here, but we go to St. Louis or Cape Girardeau for major things.*

Healthcare Help and Support:

A few comments were made about help and support received for health care. Most commonly the comments

**Figure 25.
Healthcare Help/Support -
Region 8 Poplar Bluff**

Legend:
- No problem finding medical and/or dental care.
- Doctors and other medical professionals.
- Family, friends, church members, etc. help get them to medical/dental care.
- Hospitals and clinics.

were that there were no problems finding medical and/or dental care (6 comments). Some illustrative comments are provided below. The common themes as relates to healthcare help and support are presented in Figure 25.

27
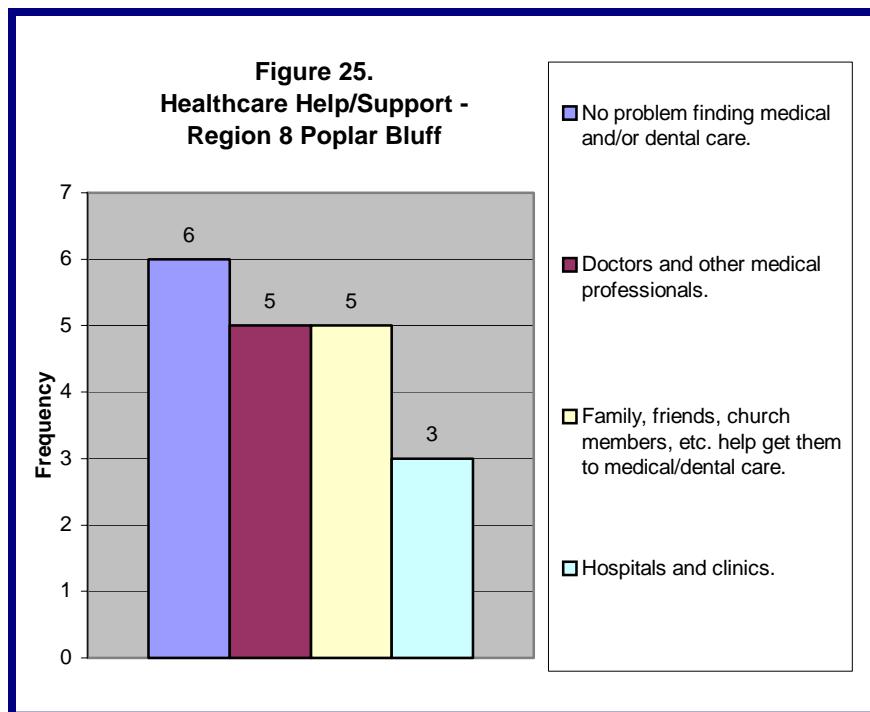
No Problems Finding Medical or Dental Care (6 comments):

A few focus group participants commented that they had not had problems locating medical or dental care. One individual commented *we have insurance and dental so that is taken care of for us.* Another stated *we go to the local health clinic.* Other comments included:

- *Our son has been taken care of by a local doctor.*
- *There is a new health center in Howell County.*

RECREATIONAL/SOCIAL OPPORTUNITY ISSUES

The next part of the survey was related to recreational and social opportunities for people with disabilities in their community. There were three types of opportunities that were addressed: (1) regular community sponsored recreation and social activities/events; (2) accessible community sponsored recreation and social activities/events; and (3) special/ segregated recreation and social activities/events. Almost half of the respondents identified *regular community sponsored recreation and social activities* (45.0%) as being the most likely to be used while another 30.0% identified *special/segregated recreation and social activities/events* as the type most often used. The least likely to be used was *accessible community sponsored recreation and social activity* (0%). (See Table 17.)

Table 17. Most and Least Likely Recreational/Social Opportunities

Item	Regular community sponsored recreation and social activities	Accessible community sponsored recreation and social activity	Special/segregated recreation and social activities/events
What types of social activities most likely to use	9 (45.0%)	5 (25.0%)	6 (30.0%)
What types of social activities least likely to use	8 (38.1%)	0 (-)	13 (61.9%)

The adequacy of the types of recreational and social opportunities was rated on a four-point scale (1=Inadequate … 4=Excellent). Of those rating *regular community sponsored* opportunities, almost 80% rated the opportunities as *fair* (23.7%), or *inadequate* (55.3%). *Accessible community sponsored opportunities* was rated as *fair* (24.3%) or *inadequate* (56.8%) by 81.1% of those who responded to the question. Over 85% of those responding rated *special segregated* opportunities as *fair* or *inadequate. Regular community sponsored* received the highest mean (1.71) of the three choices. (See Table 18.)

Table 18. Adequacy of Recreational/Social Opportunities

Item	Inadequate	Fair	Good	Excellent	Mean
Regular community sponsored (38)*	21 (55.3%)	9 (23.7%)	6 (15.8%)	2 (5.3%)	1.71
Accessible community sponsored (37)*	21 (56.8%)	9 (24.3%)	7 (18.9%)	0 (-)	1.62
Special/segregated (35)*	19 (54.3%)	11 (31.4%)	3 (8.6%)	2 (5.7%)	1.66
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 26 shows how respondents rated the availability of accessible recreation opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of accessible recreation opportunities in the community was rated as *somewhat available* (46.3%) or *not available* (34.1%) by over 80% of the respondents.
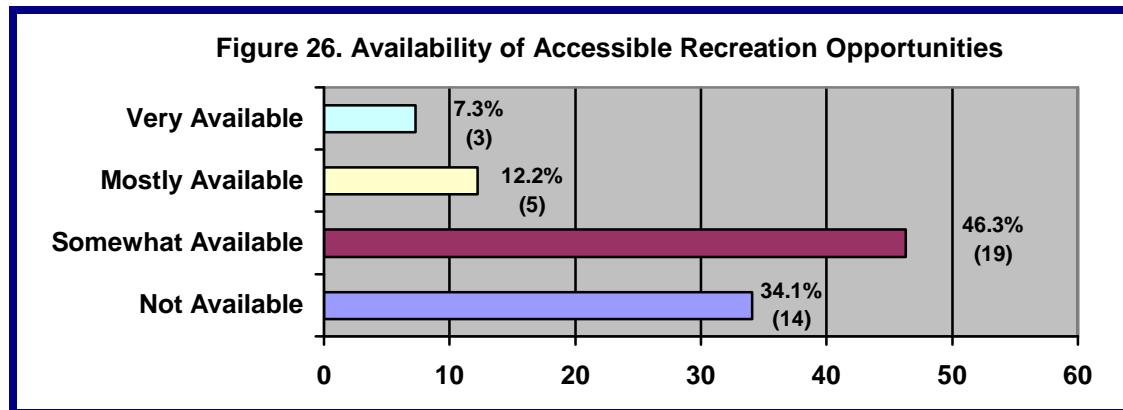
Figure 26. Availability of Accessible Recreation Opportunities

Rating	Percentage (Count)
Very Available	7.3% (3)
Mostly Available	12.2% (5)
Somewhat Available	46.3% (19)
Not Available	34.1% (14)

Figure 27 reflects how respondents rated the availability of social opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of social opportunities in the community was rated as *somewhat available* (52.6%), and *not available* (28.9%), by over 81% of the respondents.

Figure 27. Availability of Social Opportunities in the Community

Rating	Percentage (Count)
Very Available	5.3% (2)
Mostly Available	13.2% (5)
Somewhat Available	52.6% (20)
Not Available	28.9% (11)
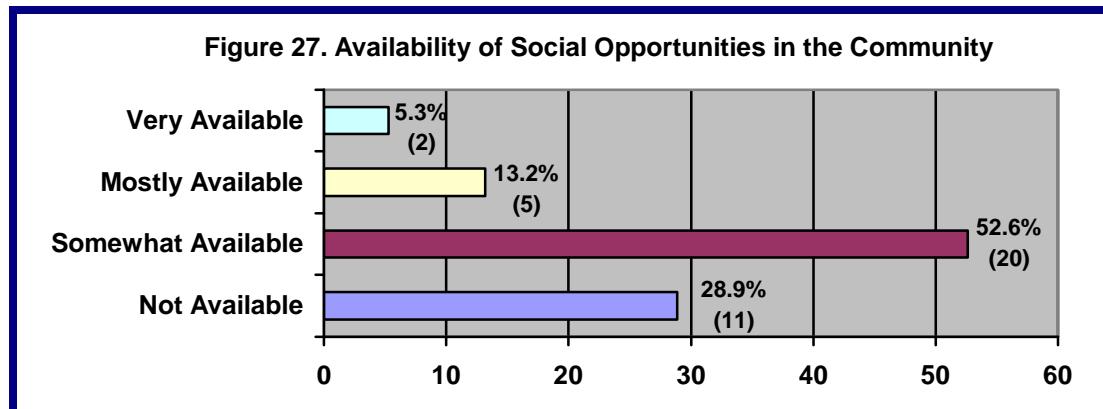
Recreation Focus Group Discussion in Region VIII:

Participants in focus groups conducted throughout the Region VIII area discussed the types of challenges and problems experienced in trying to participate in social and recreational opportunities. Focus group participants also discussed the types of social and recreational opportunities available to them in their respective communities. Detailed findings from the focus groups in Region VIII are provided in the sections below.

Recreation Challenges and Problems with Recreation:

Focus group participants discussed the challenges and problems that they have encountered in trying to find, or participate in, recreational and social activities in their communities. One common theme as discussed by focus group participants in Region VIII was that there is *limited availability of accessible community-based social and recreation activities* (13 comments). Some related illustrative comments are provided in detail below. Figure 28 presents the common themes as discussed in focus groups in the Region VIII area in detail.

**Figure 28.
Recreation Challenges/Problems -
Region 8 Poplar Bluff**

- Limited availability of accessible community-based social and recreation activities.
- No recreation opportunities available.
- Transportation issues (e.g., costs, schedules, availability).
- Community perceptions, attitudes about persons with DD that limit recreational opportunities.
- Agencies and organizations resource issues that limit social and recreational opportunities.

Limited Accessible Community-Based Activities (13 comments):

Focus group participants in the Region VIII service area commented that there was limited availability of social and recreational activities in the community that were accessible to people with disabilities. Several people made the comment that *the rural areas offer limited things to do* for people with disabilities. Other comments are in detail below.

People are Accepted: While some individuals felt that the availability of activities that are accessible are limited, they did feel accepted by the community, and in that way activities were accessible. One participant in the focus groups commented that *most people in my area seem to accept people with disabilities and not pick on people with disabilities. We have no problem taking our son anywhere.* Another added that *everyone knows him* [our family member] *and he knows a lot of people. If he wanted to participate in a recreation he would be accepted.*

Lack of Accommodation for Physical Activities: Some of the focus group participants commented that there is a lack of accommodation for them to participate in physical

activity. One individual gave the example that *our kid rides a bike, but there are no sidewalks here so he is limited in getting out of the house.* Another focus group participant stated *we need a swimming pool. We have the river, but you can't take a person in a wheel chair in the river.* Another would like the new community center to be accessible. *Our new community center, the weight room, etc. is not accessible. I wish it was.*

No Recreation Opportunities Available (10 comments):

Some individuals stated that there are no recreational activities available in the Region VIII service area. One focus group participant commented that there is *none in the area, and what is available is not always appropriate for those with disabilities.* Other comments about the lack of recreation are included below:
- *None. I go to work and make quilts.*
- *No recreation except school stuff.*
- *Not a lot of things to do but go to the movies.*

Recreation Help and Support:

There are some opportunities for social and recreational activities in communities in the Region VIII–Rolla service area. Commonly, *communities and organizations provided accessible recreation options and support* (24 comments). Illustrative comments related to the top common recreation help and support themes in Region VIII are provided in detail below. Common recreation help and support themes are presented in Figure 29.

**Figure 29.
Recreation Help/Support -
Region 8 Poplar Bluff**

Legend:
- Communities and organizations provided accessible recreation options and support.
- Segregated programs that provided recreation programs/activities.
- Community initiatives that increased community recreation options for person with DD.
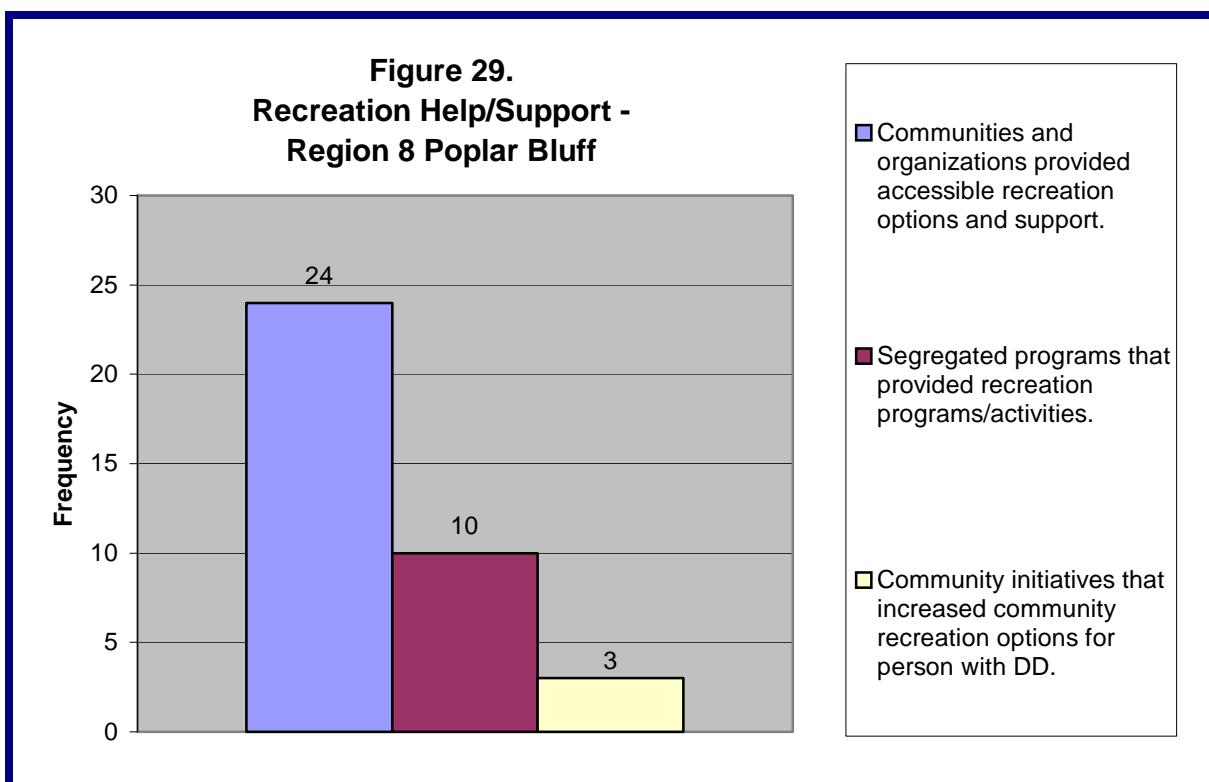
Communities and Organizations Provide Accessible Recreation (24 comments):

Communities and organizations have provided people with disabilities with accessible recreation. Help has been provided with physical activities by organizations. Several focus group participants mention the ARC as a source of recreational assistance. Related comments are provided in detail below.

Help with Physical Activities: Communities and organizations have helped people with disabilities find physical activities that are accessible. One focus group participant commented *my child played summer league ball and was accepted*. Another added that their *child has been in t-ball for the last two summers*. One area *pool has ramps* for people with disabilities.

The ARC Provides Recreation: Some focus group participants listed the ARC as an organization that has helped to provide accessible activities and recreation for people with disabilities. One focus group participant stated that *the ARC provides my sister's recreational needs*. Another stated that *the ARC has been helpful in providing recreation to go to dances on Tuesday nights*.

Girl Scouts Provides Recreation: Another community organization that provides recreation for people with disabilities is Girl Scouts. One participant gave the example that *the Girl Scouts invited me to join, and other girls learned to sign and that made me feel more normal.* Another gave the example of how Girl Scouts made her more accepted by her peers. *I had friends who were in Girl Scouts, and they invited me, and then as other girls started to sign I even tried out for cheerleading, but I couldn't jump good enough. After that I could do anything and people accepted me.*

Segregated Programs Provide Recreation (10 comments): Some programs specifically for people with disabilities also provide recreational and social activities. One example given was *the fishing program at Lake Wappapelo for those with disabilities*. Another program listed was the *Special Olympics program once a year*.

COMMUNITY RESOURCE/SUPPORT ISSUES

The next section of the survey looked at types of generic community resources/supports people with disabilities are likely to access in their community. The types of community services examined included: (1) civic organizations; (2) faith-based organizations; (3) social service organizations; and (4) family and friends. The type of community resource/support that was *most likely* to be used was *family and friends* (59.1%). The type of community resource/support least likely to be used was *civic organizations*. (See Table 19.)

Table 19. Most and Least Likely Community Resource/Support Choice

Item	Civic organizations	Faith-based organizations	Social service organizations	Family and friends
What type of community resources are people most likely to use?	4 (18.2%)	2 (9.1%)	3 (13.6%)	13 (59.1%)
What type of community resources are people least likely to use?	9 (40.9%)	0 (-)	9 (40.9%)	4 (18.2%)

The adequacy of the types of generic community resources/supports was evaluated on a four-point scale (1=Inadequate …4=Excellent). 80% of the respondents rated *family and friends* as *good* (50.0%) or *excellent* (30.0%). *Family and friends* had a mean of 3.08. Faith-based resources were seen as *good* (37.8%) or *excellent* (10.8%) by nearly 50% of the respondents. Civic organizations were rated as *inadequate* by 36.4% of the respondents. (See Table 20.)

Table 20. Adequacy of Community Resources/Supports

Item	Inadequate	Fair	Good	Excellent	Mean
Civic organizations (33)*	12 (36.4%)	15 (45.5%)	6 (18.2%)	0 (-)	1.82
Faith-based (37)*	6 (16.2%)	13 (35.1%)	14 (37.8%)	4 (10.8%)	2.43
Social organization (33)*	7 (21.2%)	15 (45.5%)	9 (27.3%)	2 (6.1%)	2.18
Family and friends (40)*	1 (2.5%)	7 (17.5%)	20 (50.0%)	12 (30.0%)	3.08
Scale: 1=Inadequate…4=Excellent **Total number responding*					

Figure 30 indicates how respondents rated how supportive their community is towards people with disabilities. The rating was on a four-point scale (1=Not Supportive…4= Very Supportive). Overall, approximately 65% of the respondents reported the support they receive from their community as *mostly* (23.3%) or *somewhat supportive* (44.2%).

Figure 30. Community Support

Very Supportive — 14.0% (6)
Mostly Supportive — 23.3% (10)
Somewhat Support — 44.2% (19)
Not Supportive — 18.6% (8)

33
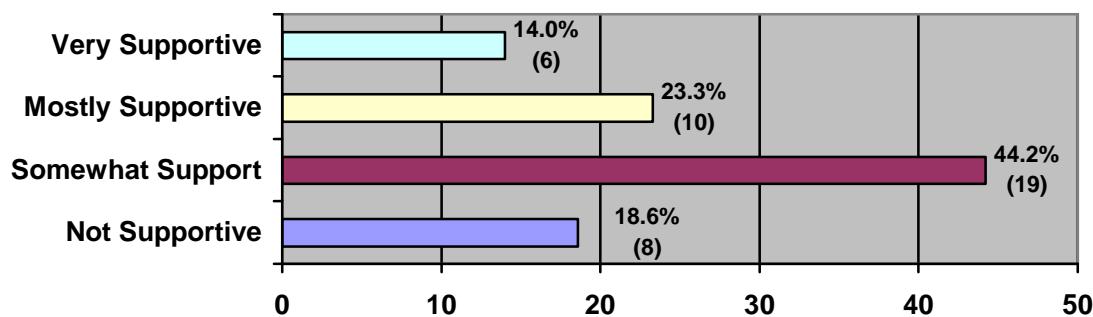
Community Supports Focus Group Discussion in Region VIII:

The types of community supports that individuals with disabilities and their families receive and the general attitude of the community were discussed as part of the focus group conducted in the Region VIII service area. Findings from these focus groups are provided in detail in the section below.

Community Supports Received:

The types of community supports that individuals with disabilities and their families receive were discussed. One common community support is the general support of community for persons with DD (18 comments). Illustrative comments are provided in detail below. Common themes as related to community support in Region VIII are presented in Figure 31.

**Figure 31.
Community Support Received -
Region 8 Poplar Bluff**

☐ General Support of community for persons with DD.

☐ Faith-based organizations.

☐ Family, friends, neighbors.

General Support of the Community (19 comments):

Several focus group participants commented that they felt *the community supports me in general.* One individual gave the example *most people are courteous and will stop traffic to let me cross* [in wheelchair]. Another added, *I have a really good friend who is a pastor and he always stops to say hi.*

People are always asking me if I need help. The people who work for me are also my friends, and they are great support.

Faith-Based Organizations (9 comments):

Focus group participants in Region VIII discussed the support they receive from faith-based organizations in their respective communities. One focus group participant commented *my minister and church are supportiv*e. Another commented that *the church and clergy in the area are very accepting and give support.* An example of support was given by one participant. *The church comes and gets my daughter* to take to activities.

Family and Friends (8 comments):

Family and friends are also a source of community support for many people with disabilities. One family member commented, *my son has a lot of friends and church is very important to him*. Another focus group participant commented *I rely on my parents*.

Community Attitudes:

General community attitudes about people with disabilities were discussed as a part of the focus groups conducted in Region VIII. A majority of the focus group respondents stated that there was *good acceptance and support-good attitudes* about people with developmental disabilities (25 comments). Illustrative comments are provided below. Common themes as relates to community attitudes in Region VIII are presented in Figure 32.

Figure 32.
Community Support Attitude -
Region 8 Poplar Bluff

Legend:
- Good acceptance and support - good attitude.
- Little or no acceptance.
- General acceptance but need for more.
- Education and awareness about developmental disabilities is needed.

Values (Frequency): 25, 9, 6, 5
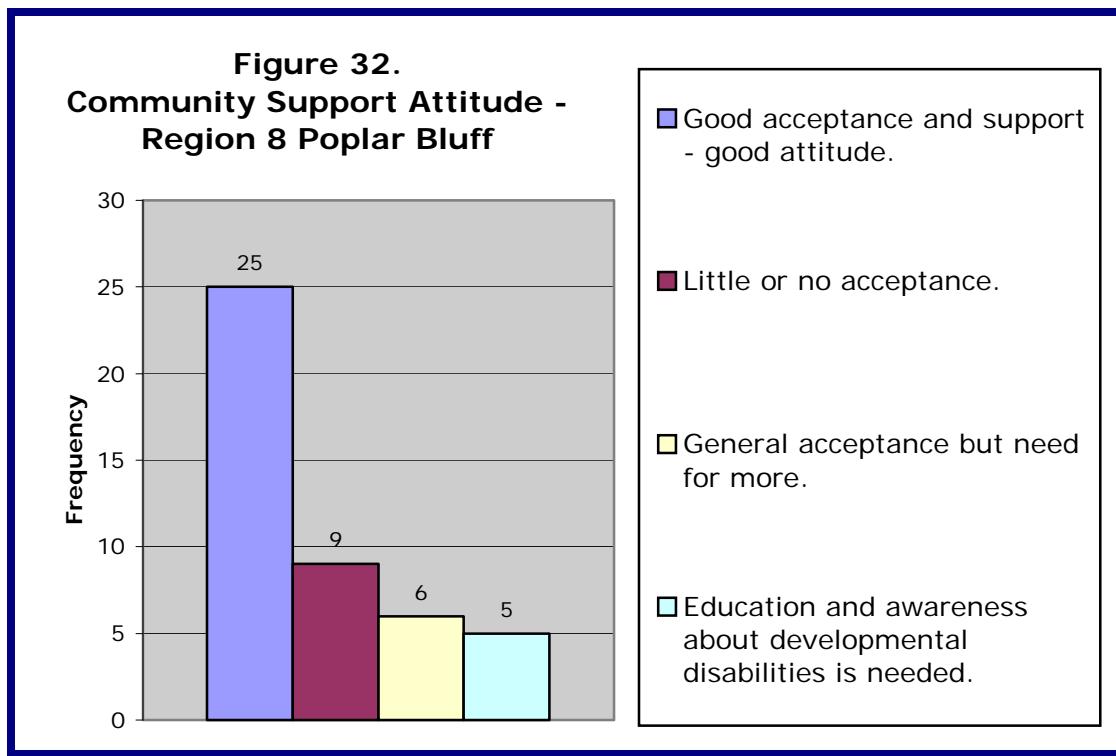
Good Acceptance and Support-Good Attitudes (25 comments):

Focus group participants in the Region VIII area reported that there are good attitudes and acceptance from the community. Focus group participants in the Region VIII service area felt that their communities were respectful of people with disabilities in general. One commented *there are several adults in the area and they are well accepted.* Another stated *I don't think the community has any problems with people with disabilities. They recognize people with a disability and they are respectful.*

The focus group participants also felt that positive changes as far as community acceptance have changed for the better. *A few years ago if you had a child with a disability you kept him at home, and kept him in the closet, but you didn't take him out in public. I have seen that change over the last few years basically since the sheltered workshop came in. This has done more to improve relations in the community. Some of the older people have passed away, and the younger people with a disability are going out in public. We are bridging the gaps.*

SAFETY AND QUALITY ASSURANCE ISSUES

Survey respondents were asked if they were aware of any incidents that affect the health, safety and quality of life of people with disabilities in their community. Incident items included: 1) physical abuse/neglect; 2) sexual abuse; 3) financial abuse; 4) violation of human or legal rights. Respondents were asked to check the incident item if they were aware of any person with a disability in their community who had experienced that type of incident. Table 21 lists the findings.

Of the 48 people surveyed, 33.3% were aware of some physical abuse/neglect in their community; 29.2% were aware of sexual abuse; 35.4% were aware of some type of financial abuse; and 37.5% were aware of a human or legal rights violation.

Table 21. Awareness of Safety Concerns

Item	
Physical Abuse/Neglect	16 (33.3%)
Sexual Abuse	14 (29.2%)
Financial Abuse	17 (35.4%)
Violations of human or legal rights	18 (37.5%)
(Checked numbers per 48 total respondents)	

As a follow up question, respondents who had checked one of the incident items were also asked to share their perception about how that particular type of incident had been handled. As can be seen in Table 22, more people responded to the follow up question than had responded to the original question. For some reason, a number of survey respondents did not understand it to be a follow up question and answered it anyway.

Even though this discrepancy exits, and readers are advised to take it into account, Table 22 is included because it still provides an indication of survey respondent's perceptions on how well the above types of incident items are handled. Additionally, because the handling of these types of incidents requires a degree of discretion, it is also important to recognize that respondents perceptions of how these incidents are handled may not necessarily reflect what actually occurred to address them.

Table 22: How Safety Concerns Were Handled

Item	Not at all	Not well	Well	Very well	Mean
Physical Abuse Neglect (18)*	3 (16.7%)	10 (55.6%)	5 (27.8%)	0 (-)	2.11
Sexual Abuse (15)*	2 (13.3%)	6 (40.0%)	7 (46.7%)	0 (-)	2.33
Financial Abuse (18)*	5 (27.8%)	9 (50.0%)	4 (22.2%)	0 (-)	1.94
Violations of human rights (19)*	6 (31.6%)	8 (42.1%)	5 (26.3%)	0 (-)	1.95
*Scale: 1=Not At All…4=Very Well *Total number responding*					

Survey respondents were asked to rate how safe people with disabilities were in their community. Figure 33 reflects their responses. The rating was on a four-point scale (1=Not Safe At All…4= Very Safe). 80% of the respondents saw people with disabilities as being *mostly safe* (45.7%) or *somewhat safe* (34.3%) in their community.

Figure 33. Safety Perceptions
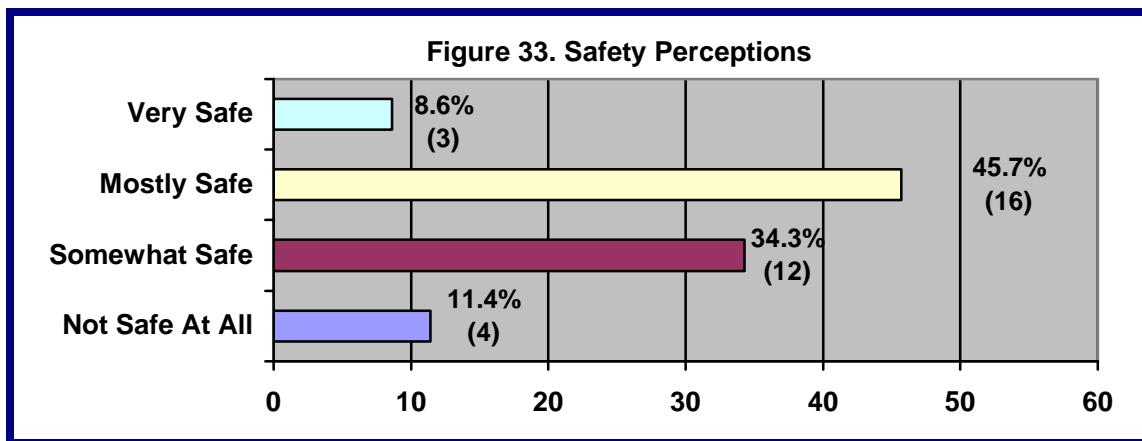
Quality Assurance Focus Group Discussion in Region VIII:

Quality Assurance and related issues were discussed in the focus groups conducted in the Region VIII service area. Focus group participants discussed 1) how people with developmental disabilities are included in the community, 2) how people with developmental disabilities are excluded from the community, and 3) how families and people with disabilities are included in planning their futures. Discussion on quality assurance issues from the focus groups in Region VIII are in detail in the section below.

How People with Developmental Disabilities are Included in Community:

People with disabilities are included in their communities in a variety of different ways. One commonly discussed theme from focus groups conducted in the Region VIII service area was that individuals with disabilities find community inclusion *through the support and involvement of community organizations and businesses* (18 comments). Illustrative comments

related to this are provided in detail below. The common themes regarding inclusion in the community from Region VIII are presented in detail in Figure 34.

Figure 34.
Quality Assurance Included -
Region 8 Poplar Bluff

Legend:
- Through the support and involvement of community organizations and businesses.
- People with DD are accepted in their communities.
- Through increasing community awareness and understanding of people with DD.
- Support provided through the school system (e.g. administrators, teachers, peers).

Frequency values: 18, 8, 5, 2
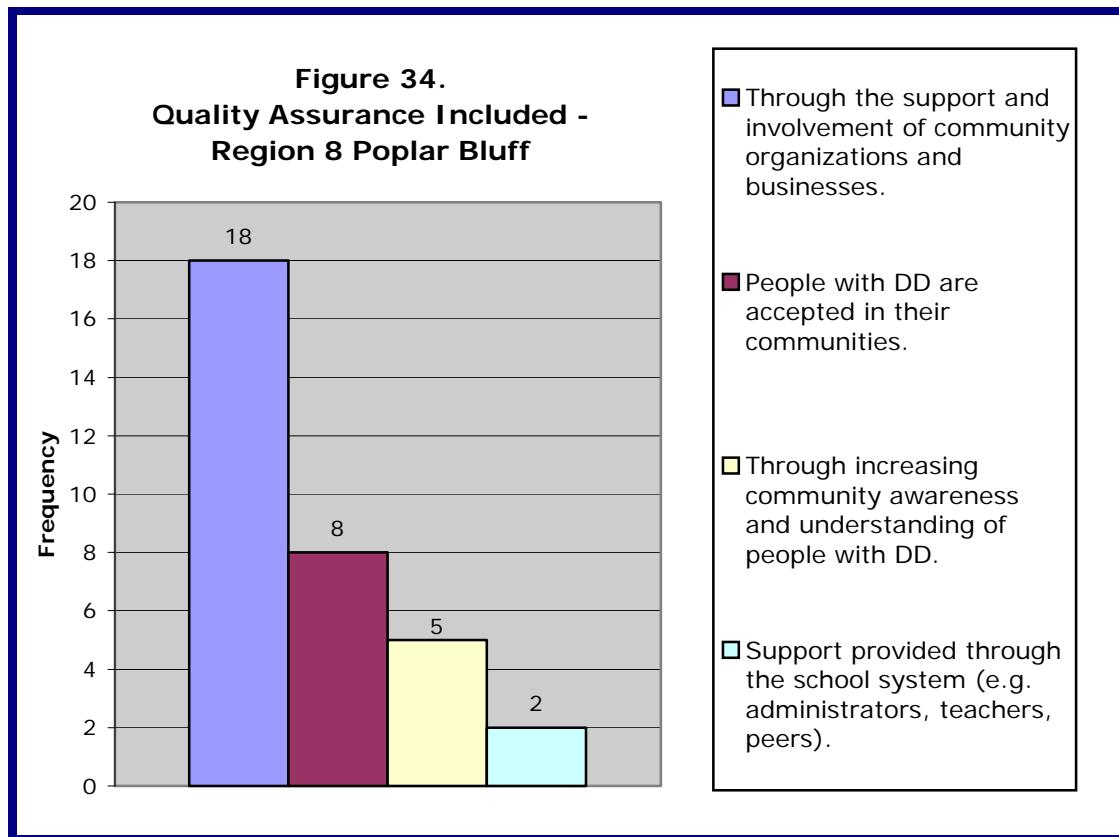
Through Support and Involvement of Community Organizations (18 comments):

Focus group participants discussed the role of community and organizations in supporting community inclusion for individuals with disabilities. One focus group participant simply stated *I think in the community people with disabilities are included in general.* Other comments about the support of community and community organizations are in detail below.

Personal Choice: Some focus group participants made comments about feeling included, but making the choice not to participate in certain activities. Illustrative of this is one participant's comment. *It is more me wanting to go rather than being excluded. I would rather go to Six Flags then to a ball game. When something is going on, someone lets me know.* A parent gave the example of their child. *Children try to include my son* [he is autistic] *but he excludes himself.*

United Way Helps: A few comments were made about the United Way. One focus group participant commented that people *all give to the United Way and so they think that everyone gets help from there.* Another added that *the community wants to help. I think money is accessible through the United Way.*

How People With Disabilities Are Excluded From the Community:

Focus groups conducted in the Region VIII service area also asked participants to discuss the ways the people with developmental disabilities are excluded from their communities. One common theme discussed by focus group participants were *attitudes and lack of understanding* (19 comments) and the effect attitude has on exclusion. Illustrative comments related to the top themes in exclusion from community life are included below. The top themes of exclusion are presented in Figure 35.

Figure 35.
Quality Assurance Excluded -
Region 8 Poplar Bluff

Legend:
- Attitudes and lack of understanding of persons with DD.
- Individuals excluded from community activities due to distance, transportation and other accessibility issues.
- Individual/families are forced to advocate for community inclusion.
- Need for more affordable community activities.
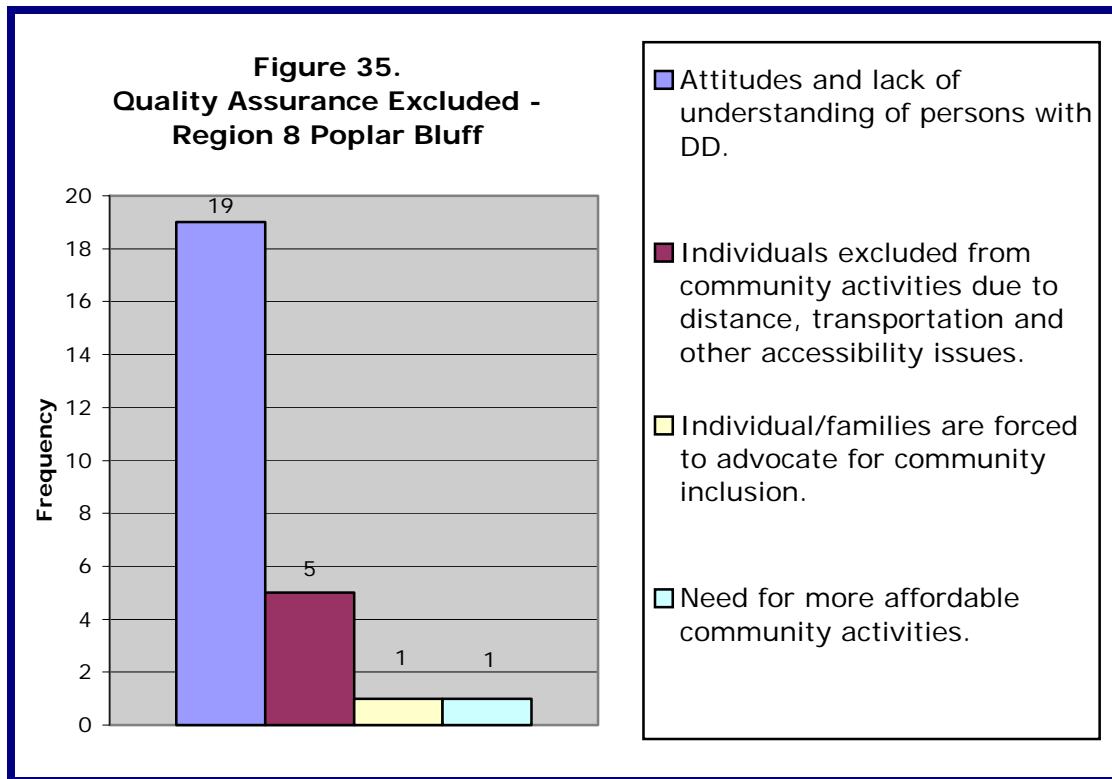
Attitudes and Lack of Understanding (19 comments):

Some of the focus group participants in Region VIII discussed the ways that attitudes and lack of understanding effect exclusion from community activities for individuals with disabilities. Sometimes the lack of understanding from others makes people with disabilities feel uncomfortable. One commented *sometimes I don't feel welcome, I feel like I stick out* because of the attitudes of others in the community. Other comments are provided in detail below.

People with Disabilities are Shunned: Focus group participants in the Region VIII area commented that *people with disabilities are sometimes shunned, and mostly it is because people don't know what to do.* Some people think that this intentional exclusion is *sometimes because people are snobs.* Most feel it is because people are afraid, and because *people don't take the time to learn about disabilities.*

Exclusion from Church Activities: Focus group participants made comments that even their churches sometimes excluded them. One participant commented, *even in church some stare and it is offensive. It took a long time to find a church that was accepting.* Another added, *I feel excluded when sit in church, no one will sit with me. I think they think I am weird.*

Schools Don't Make Time to Learn and Educate: Some focus group participants felt that schools excluded them and their family members with disabilities. One participant commented that *teachers don't take the time to find out about your child* and this can lead to excluding them from activities. Another stated that schools don't take the time to educate other students. *Peers are cruel because they lack parents educating them and school education on disabilities.*

Inclusion in the Planning Process:

Focus group participants discussed the ways that people with disabilities and their families are included in the planning processes that affect their lives. One common theme was that *persons indicate they are not part of their planning process, or are not familiar with it* (4 comments). Related illustrative comments are provided below. Common themes from the Region VIII focus groups regarding inclusion in the planning process are included in Figure 36.

Figure 36.
Quality Assurance Planning -
Region 8 Poplar Bluff

Legend:
- Persons indicate they are not part of their planning process, or are not familiar with it.
- Persons with DD are involved in their planning processes.
- Persons with DD and families involved in inclusive community planning efforts.
- Person/family receives supports of agency staff, teachers, school counselors, in their planning process.
- Persons report limited participation, or no involvement in their planning process.

People are not Familiar or Involved with Planning (4 comments):

Focus group participants indicated that they were not familiar with, or not involved in their own planning processes. Some related comments included:

- *I am not included in planning. The city has retrofitted things but they don't ask about them. They don't understand what people actually need.*
- *I have never been asked but I would be willing to assist.*

SATISFACTION WITH SERVICES

Survey respondents were asked how they would rate MRDD service coordination/case management services. Figure 37 shows how respondents rated this service. The rating was on a four-point scale (1=Inadequate…4= Excellent). Service coordination was seen as *good* (37.0%) or *excellent* (22.2%) by nearly 60% of the respondents.
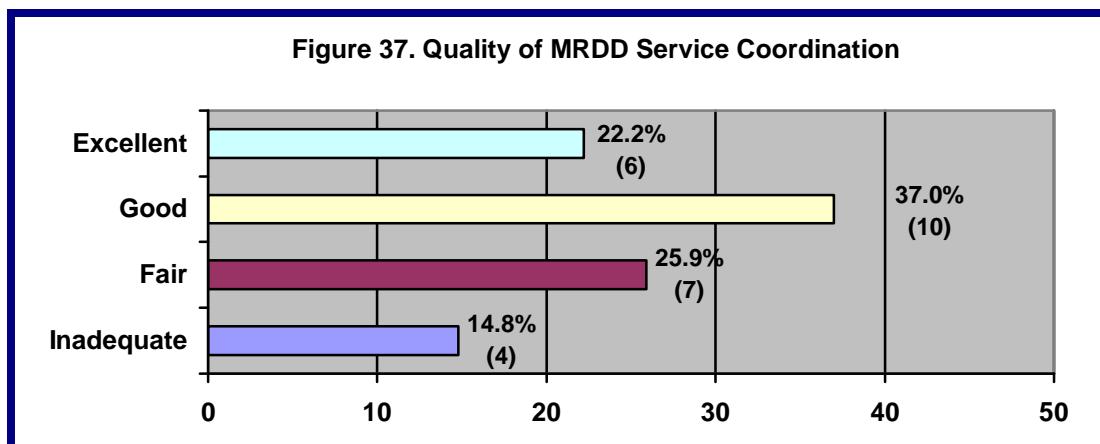
Figure 37. Quality of MRDD Service Coordination

Respondents were also asked to rate the quality of services/supports that they, or others had received from providers in their community. Figure 38 shows how respondents rated the quality of provider services/supports. The rating was on a four-point scale (1=Inadequate…4= Excellent). The quality of provider services/supports was rated as *good* (37.5%) or *excellent* (9.4%), by 46.9% of the respondents.

Figure 38. Quality of Provider Services/Supports
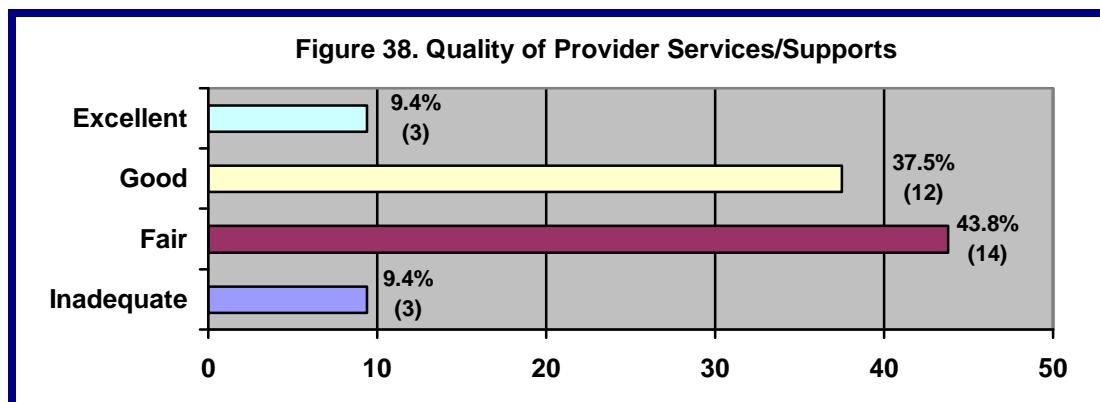
Last Chance Focus Group Discussion From Region VIII:

Focus group participants were asked "If you could change one thing in your community that would make it better for people with disabilities, what would it be?" The focus group discussions on this question are reviewed in detail in this section.

Focus group participants discussed the changes they would make in their communities to improve life for individuals with disabilities. The top common theme among focus groups in Region VIII was the need to *increase community understanding of DD to help address attitudes and perceptions* (10 comments). Illustrative comments related to this need are provided below. All of the common themes about changes from Region VIII are presented in Figure 39.

**Figure 39.
Last Chance -
Region 8 Poplar Bluff**

- Increase community understanding of DD to help address attitudes and perceptions.
- More community social,/ recreational options for persons with DD.
- Enhancements in services for persons with DD; support expansion of resources that fund and/or provide services.
- Need more accessible, affordable transportation options that meet individual needs.
- Community employment and support opportunities in the community for persons with DD.

Frequency values: 10, 9, 8, 7, 7

Increase Community Understanding of DD (10 comments):

Focus group participants would increase community understanding of people with developmental disabilities through education. One participant commented that they would accomplish this through *education of the general public and schools about developmental disabilities*. Another added *education will help the community to learn about people with disability. Businesses of changed and now you can get wheelchairs through the doors*.

More Community and Social/Recreational Options (9 comments):

Adding more recreation and activities in the community was a change that some of the participants in the focus groups would make. One would add *some recreation for kids*. Another would have *more activities I could do on my own without my parents bringing me*. Other suggestions included:

- *We need for community activities just for the disabled, parties and dances..*
- *Have a jamboree for everyone to go to.*
- *More activities like skating in the winter.*

The MISSOURI PLANNING COUNCIL
For DEVELOPMENTAL DISABILITIES
Region IX: Sikeston Regional Council on Developmental Disabilities Needs Assessment

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Report Prepared For:
The Missouri Planning Council for Developmental Disabilities

January 2006

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PREFACE

The Missouri Planning Council for Developmental Disabilities is a federally-funded, 23-member consumer-driven council appointed by the Governor. Public Law 106-402 mandates the Council to plan, advocate for, and give advice as to programs and services for persons with developmental disabilities to increase their opportunities for independence, productivity, and integration in to communities. The Council's mission is to support communities to include all persons with developmental disabilities in every aspect of life.

The Missouri Planning Council provides partial funding for Regional Advisory Councils across the state. Regional Councils provide grassroots planning and advocacy for improving supports and services for persons with developmental disabilities. This includes serving as an advisory body for the Missouri Department Mental Health, and Division of Mental Retardation and Developmental Disabilities' eleven Regional Centers across the State of Missouri.

In partnership with the Regional Councils, the Missouri Planning Council administered a written survey questionnaire and conducted a series of focus groups throughout the State to facilitate a better understanding of strengths, as well as barriers that self-advocates and families face, in accessing programs, services, and other supports necessary to achieve independence, productivity, and integration in to community life. What is learned from the focus groups and the survey results will assist in the Missouri Planning Council and Regional Councils in their long-range planning and advocacy efforts.

The Missouri Planning Council also wishes to express its gratitude for the assistance of other entities and organizations, committed to serving Missourians with developmental disabilities, in the needs assessment process.

INTRODUCTION

Table 1: Counties

County	# of Returns
New Madrid	6
Pemiscot	12
Cape Girardeau	6
Madison	6
Perry	6
Ste. Genevieve	8
Bollinger	7
Mississippi	6
Scott	7

In each of the eleven MRDD Regions in Missouri people with disabilities and their families answered written surveys about different aspects of their life. This included employment, housing, recreation, and education to name a few. These surveys were conducted in all of the counties in Missouri. Table 1 lists the counties in the Sikeston Region and the number of returns that were received from each county. Table 2 represents the MRDD Regions.

Table 2: Regions
Region I: Albany - Council on DD
Region II: Kirksville - Planning and Coordinating Council for DD
Region III: Hannibal - DDA Council of Missouri
Region IV: Kansas City - Metropolitan Council on DD
Region V: Joplin - Council on DD
Region VI: Springfield - Council on DD
Region VII: Rolla - Council on DD
Region VIII: Poplar Bluff - Disability Council of the Ozarks
Region IX: Sikeston: Regional Council on DD
Region X: Central Missouri - Council on DD
Region XI: St. Louis - Gateway Regional Advisory Council

Written Survey Respondents:

The majority of the respondents in the Sikeston Region were family members (68.8%). There were 20 responses from persons with a disability (31.3%). Of the 64 that participated in the survey, all of them responded to the question *I am a: family member or persons with disability.* Figure 1 presents these findings.

The majority of the respondents received services from the Division of Mental Retardation/Developmental Disabilities (71.4%). Slightly less than 30% did not receive these services. Of the 64 participants that returned the survey, one of the respondents did not indicate whether they *received or didn't receive* services from MR/DD. (See Figure 2.)

Figure 1: Written Survey Respondents

- Family Member: 68.8% (44)
- Person with a disability: 31.3% (20)

Missing = 0

Figure 2: Respondents Receiving Services

- Don't receive services: 28.6% (18)
- Received Services: 71.4% (45)
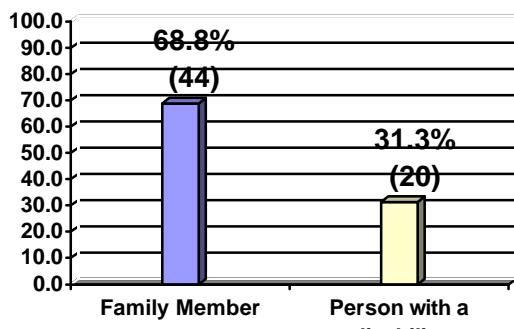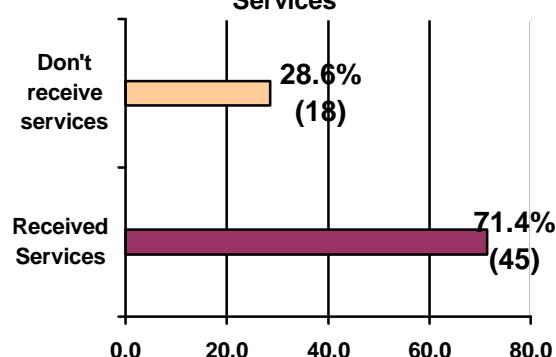
Missing = 1

Focus Group Respondents:

In addition to the written surveys, 9 focus groups were held in the Region IX area. There were 60 individuals who participated in the focus groups, 30% (18) were individuals with a developmental disability, and the other 70% (42) were family members. Over three quarters (76.3%) of the focus group participants received services. The following summarizes the results of both the written surveys and the focus groups.

EMPLOYMENT ISSUES

Survey respondents were asked to rank where adults with disabilities work/live in the community. The options were (1) non-employment situations; (2) sheltered employment; (3) community employment with paid supports; and (4) regular job in the community. (See Table 3.)

Table 3. Most and Least Likely Place to Work

Item	Non-Employment Situation	Sheltered Employment	Community Employment with Paid Supports	Regular Job in the Community
Where do adults with disabilities work/spend their day in your community	24 (44.4%)	25 (46.3%)	1 (1.9%)	4 (7.4%)
Where do adults spend the Least amount of time	5 (10.4%)	4 (8.3%)	7 (14.6%)	32 (66.7%)

The respondents were also asked whether the different types of employment opportunities were (1) inadequate; (2) fair; (3) good; or (4) excellent. Table 4 presents the findings. Of the four employment options, *sheltered employment* services were rated as most adequate (mean of 2.42) and *regular jobs in the community* were rated as least adequate (mean of 1.53).

Table 4. Adequacy of Employment Settings

Item	Inadequate	Fair	Good	Excellent	Mean
Regular job in the community (15)	9 (60.0%)	4 (26.7%)	2 (13.3%)	0 (-)	1.53
Community Employment with paid support (38)*	28 (73.7%)	3 (7.9%)	3 (7.9%)	4 (10.5%)	1.55
Sheltered Employment (50)*	13 (26.0%)	13 (26.0%)	14 (28.0%)	10 (20.0%)	2.42
Non-employment situation (43)*	24 (55.8%)	6 (14.0%)	10 (23.3%)	3 (7.0%)	1.81
*Scale: 1=Inadequate….4=Excellent *Total number responding*					

Figure 3 reflects respondents rating of the opportunities for regular or supportive employment for people with disabilities in their community. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for employment in the community was seen as *fair* to *inadequate* by 80.8% of those who responded to the question.
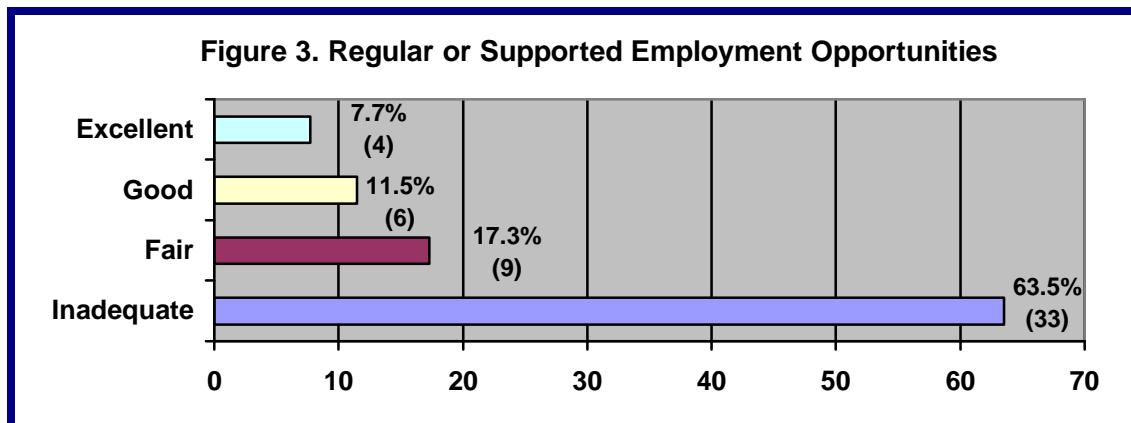
Figure 3. Regular or Supported Employment Opportunities

Rating	Percent (Count)
Excellent	7.7% (4)
Good	11.5% (6)
Fair	17.3% (9)
Inadequate	63.5% (33)

Employment Focus Group Discussion In Region IX:

Focus group participants from the Region IX-Sikeston service area were asked to discuss the issues they have with employment, including: 1.) the problems and challenges they have experienced in getting employment, and 2.) the help and support they need to gain employment. Issues concerning employment are below in detail.

Employment Problems and Challenges:

The focus group participants from the Region IX service area discussed the problems they have experienced related to employment. The most common employment problem in the Region IX service area was the fact that there are *few or no job opportunities* (9 comments). Related illustrative comments are provided in detail

Figure 4. Emplyment Challenges/Problems Region IX Sikeston

- Few or no job opportunities — 9
- Employer perceptions, attitudes, and lack of understanding — 5
- Issues with sheltered employment. — 4
- Lack of access to transportation issues — 2
- Concern with capacity of employment provider agencies/system — 2
- Job pays to little, and/or has limited advancement — 2

in the section below. Top themes related to employment are provided in detail in Figure 4.

4
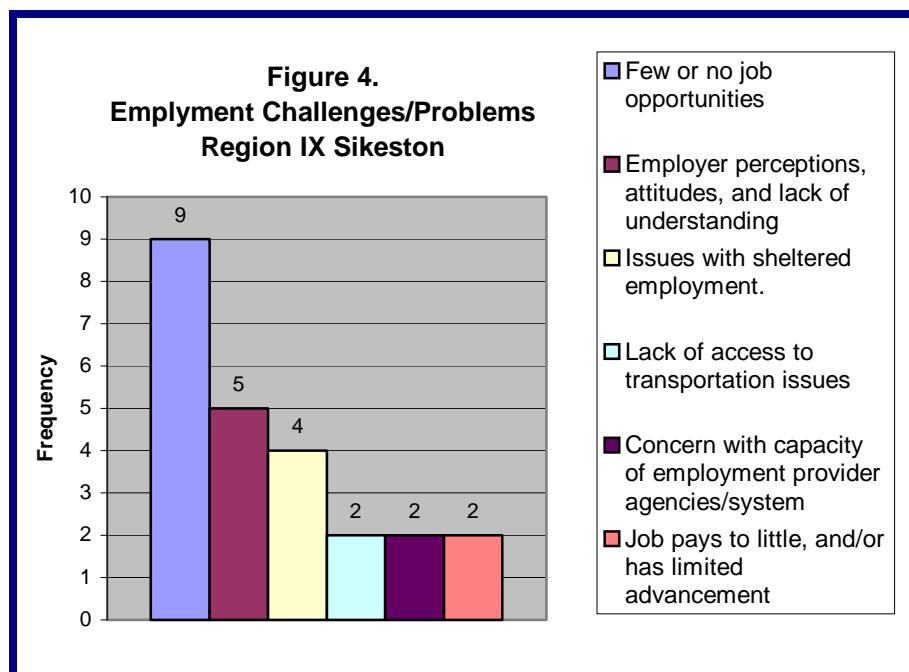
Few or No Job Opportunities (9 comments):

The focus group participants in the Region IX service area discussed the lack of employment opportunities in their area. One participant commented *we need more equal opportunity for people with disabilities. However, there is little employment opportunity for everyone with or without a disability.* Another individual added you *have to fight for a job*. Other comments about the lack of job opportunities included:
- *There are no opportunities for employment in the county.*
- *The workshop does not have enough work.*
- *People sit around and color all day* [in the workshop].

Employment Help and Supports:

Focus group participants in the Region IX-Sikeston service area also discussed the types of help and support they have received for employment. The common types of support were *sheltered workshop employment* (2 comments), and *employers that support persons with DD* (2 comments). Some illustrative comments are included in detail in the section below.

Sheltered Workshop Employment (2 comments):

Only two comments were made about sheltered workshop employment. One participant commented that *VIP Industries (sheltered workshop) handles most of the employment for people with disabilities*. Another added, *sheltered workshop employment is available from a neighboring county.*

Employers that Support Persons with DD (2 comments):

Fast food restaurants are supporters of people with developmental disabilities. One focus group participant commented *Taco Bell is good about hiring and keeping people with disabilities*. Another added that *McDonalds and Burger King both have long time employees working with disabilities.*

RESIDENTIAL SETTING ISSUES

The next section examined was residential settings. The respondents were asked to identify where people with disabilities in their community were most likely to live: (1) a place of their own; (2) at home with family and friends; (3) group home; or (4) large segregated facilities. The majority (72.9%) noted that most were likely to live at home with family or friends. People with disabilities were least likely (6.8%) to live in large segregated facilities. Only (8.5%) noted that people with disabilities live in a place of their own. (See Table 5.)

Table 5. Most and Least Likely Place to Live

Item	Place of their own	At home with family/friends	Group home	Large segregated facilities
Where most likely to live	5 (8.5%)	43 (72.9%)	7 (11.9%)	4 (6.8%)
Where least likely to live	24 (51.1%)	2 (4.3%)	6 (12.8%)	15 (31.9%)

The availability of residential settings was assessed on a four-point scale: (1=Not Available…4=Very Available). Of those who rated the availability of a *place of their own* (50), 28.0% responded as *not available*, while 54.0% indicated that they were *somewhat available*. The most available residential setting was *at home with family/friends* (mean 3.44), with *group homes* being the next most available (mean 2.27). Few respondents indicated *large segregated facility* as being available. (See Table 6.)

Table 6. Availability of Housing/Living Settings

Item	Not available	Somewhat available	Most available	Very available	Mean
Place of their own (50)*	14 (28.0%)	27 (54.0%)	5 (10.0%)	4 (8.0%)	1.98
At home with family/friends (54)*	0 (-)	4 (7.4%)	22 (40.7%)	28 (51.9%)	3.44
Group home (48)*	14 (29.2%)	14 (29.2%)	13 (27.1%)	7 (14.6%)	2.27
Large segregated facilities (42)*	33 (78.6%)	6 (14.3%)	1 (2.4%)	2 (4.8%)	1.33
Mean: 1=Not available…4=Very available **Total number responding*					

Figure 5 shows how respondents rated the opportunities for community-based housing/living options. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based housing/living was rated as

Figure 5. Community-Based Housing/Living Opportunities

Excellent 4.1% (2)
Good 20.4% (10)
Fair 28.6% (14)
Inadequate 46.9% (23)

fair (29.7%), or *inadequate* (48.6%) by over 78% of the respondents.
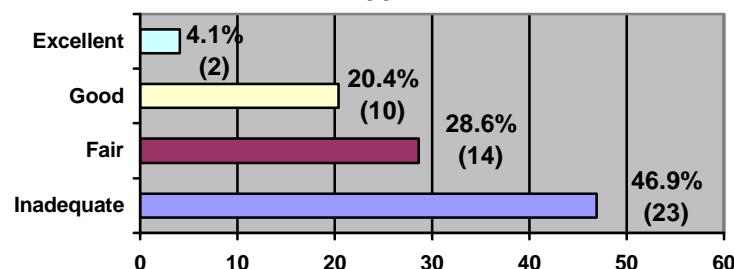
Housing Focus Group Discussion In Region IX:

The focus groups in the Region IX-Sikeston service area discussed issues related to housing such as 1.) Problems and challenges experienced in finding a place to live; and 2.) Helps and supports received for housing. Housing related issues discussed in the focus groups in Region IX are presented below.

Housing Problems and Challenges:

Many of the focus group participants had experienced problems and challenges trying to obtain housing. The most common theme for Region IX is the *lack of accessible affordable housing* (10 comments). Illustrative comments as they relate to the lack of accessible affordable housing are included below. Common housing problems and themes from Region IX focus groups are presented in Figure 6.

Figure 6.
Housing Problem/Challenge - Region IX Sikeston

Bar chart showing frequency of housing problems/challenges:
- Lack of accessible, affordable, safe housing in the community: 10
- Need more in-home supports and services: 3
- Need more resources for more group homes and ISLs: 3
- Long waiting lists for HUD housing and other community programs: 2
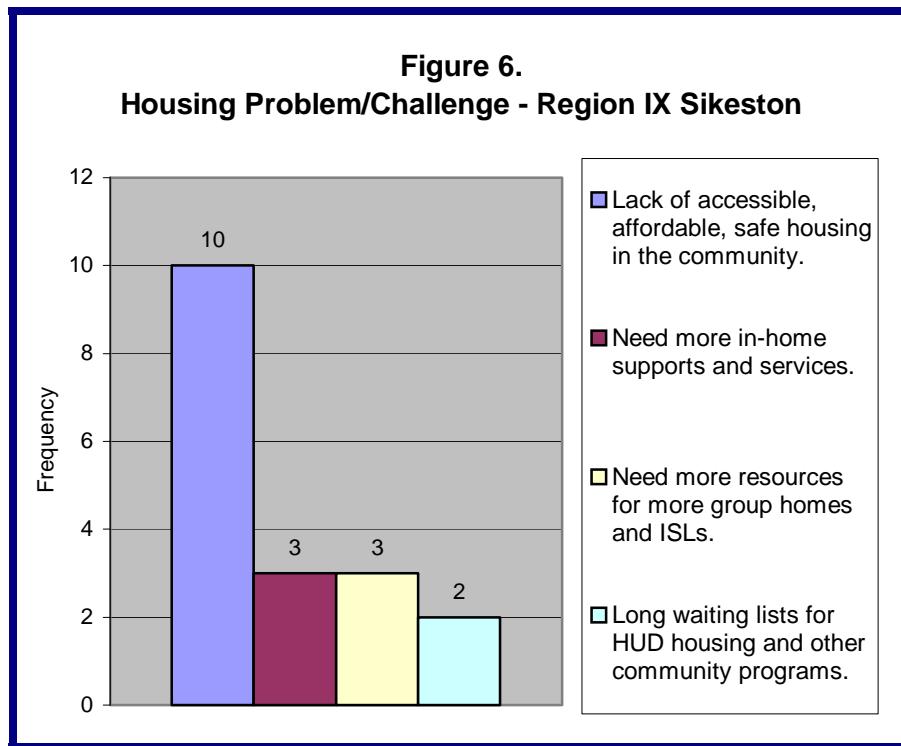
Lack of Accessible Affordable Housing (10 comments):

There is a lack of housing that is affordable or accessible in the Region IX-Sikeston service area. One individual commented that *the deposit* for a home *is too high*. Another added that *even low income housing isn't accessible*. Some other participants also made comments about the problem of accessible housing in the area. These comments included:

- *Someone with a mobility issue would have difficulty finding accessible housing.*
- *There are accessibility issues within apartments for wheelchairs.*
- *Houses aren't accessible to get outside or in.*

7

Housing Support and Help:

Supports and help that people have experienced for housing were also discussed in focus groups in Region IX. There were few comments made about the types of help and support people received for housing. The comments are included below:

- *Group homes are available.*
- *Most people live at home with family and friends.*
- *Apartments are available for low income disabled and elderly.*
- *Friends and family provide most of the housing situations.*

TRANSPORTATION ISSUES

The next area that was discussed on the survey was transportation issues. Four types of transportation were examined: (1) special transportation; (2) public transportation; (3) family and friends; and (4) self-transportation. Very few noted that people with disabilities in their community were likely to use *self-transportation* (6.8%). Most respondents reported that the most likely use was *public transportation* (72.9%). (See Table 7.)

Table 7. Most and Least Likely Transportation Choice

Item	Special Transportation	Public Transportation	Family and Friends	Self-transportation
How do people get around	5 (8.5%)	43 (72.9%)	7 (11.9%)	4 (6.8%)
Least likely	24 (51.1%)	2 (4.3%)	6 (12.8%)	15 (31.9%)

The adequacy of transportation options was assessed on a four-point scale (1=Inadequate… 4=Excellent). Of those rating *special transportation*, 60% rated it as *inadequate*. Of those who rated *family and friends transportation*, over 64% felt it was either *inadequate* or *fair*. While *self transportation* received an overall rating of *fair* to *good*, 25.0% rated it as *inadequate* and 62.5% rated it as *excellent*. Table 8 presents the findings.

Table 8. Adequacy of Transportation

Item	Inadequate	Fair	Good	Excellent	Mean
Special transportation (45)*	27 (60.0%)	5 (11.1%)	4 (8.9%)	9 (20.0%)	1.89
Public transportation (59)*	4 (6.8%)	22 (37.3%)	28 (47.5%)	5 (8.5%)	2.58
Family and friends transportation (42)*	14 (33.3%)	13 (31.0%)	7 (16.7%)	8 (19.0%)	2.21
Self transportation (24)*	6 (25.0%)	1 (4.2%)	2 (8.3%)	15 (62.5%)	3.08
1=Inadequate…4=Excellent *Total number responding					

Figure 7 shows how respondents rated community-based transportation opportunities for people with disabilities. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based transportation was rated as *fair* (28.6%) or *inadequate* (46.9%) by over 75% of the respondents.

Figure 7. Community-based Transportation Opportunities

Rating	Percentage (Count)
Excellent	4.1% (2)
Good	20.4% (10)
Fair	28.6% (14)
Inadequate	46.9% (23)

Transportation Focus Group Discussion in Region IX:

Focus group participants in Region IX discussed issues related to transportation including 1.) Problems and challenges, and 2.) Help and support received for transportation. Discussion of transportation issues as it relates to the focus groups conducted in Region IX, are provided in detail below.

Transportation Challenges/Problems:

Focus group participants discussed some of the challenges and problems they have experienced trying to obtain transportation. One of the most common themes among the focus groups were *availability and transportation options* (13 comments). Illustrative comments are provided in detail below. Illustrative comments related to the top themes in transportation challenges are presented in detail in Figure 8.

Figure 8. Transportation Challenges/Problems Region IX Sikeston

Challenge/Problem	Frequency
Availability and transportation options, especially in rural areas.	13
Limited transportation schedules.	4
Cost to meet transportation needs.	3
Limited supports to access and utilize transportation.	2

9

Availability and Transportation Options (13 comments):

Transportation availability and options are lacking. *Transportation as a whole in this county is lacking*, according to one focus group participant in the Region IX service area. Another added that *special and public transportation is always an issue in rural Missouri*. The types of transportation available are limited in many ways. One example, the *SMTS provides transportation, but there is a wait list, and prior notice must be given. It only goes to Cape Girardeau one time a week*. Another example, *transportation to the day program is limited by the number of people riding the workshop van who are going to work.*

Transportation Help and Support:

Focus group participants in the Region IX-Sikeston service area discussed the types of help and support they had received for transportation. A majority of comments were about *transportation resources offered through community agencies and organizations* (7 comments). Illustrative comments are provided below. The common themes from the focus group discussion on transportation help and support are presented in Figure 9.

**Figure 9.
Transportation Help/Support -
Region IX Sikeston**

Legend:
- Transportation resources offered through community agencies and organizations.
- Various public transportation providers or collaborations.
- Volunteers to assist with transportation.
- Specialized transportation services for persons with disabilities.
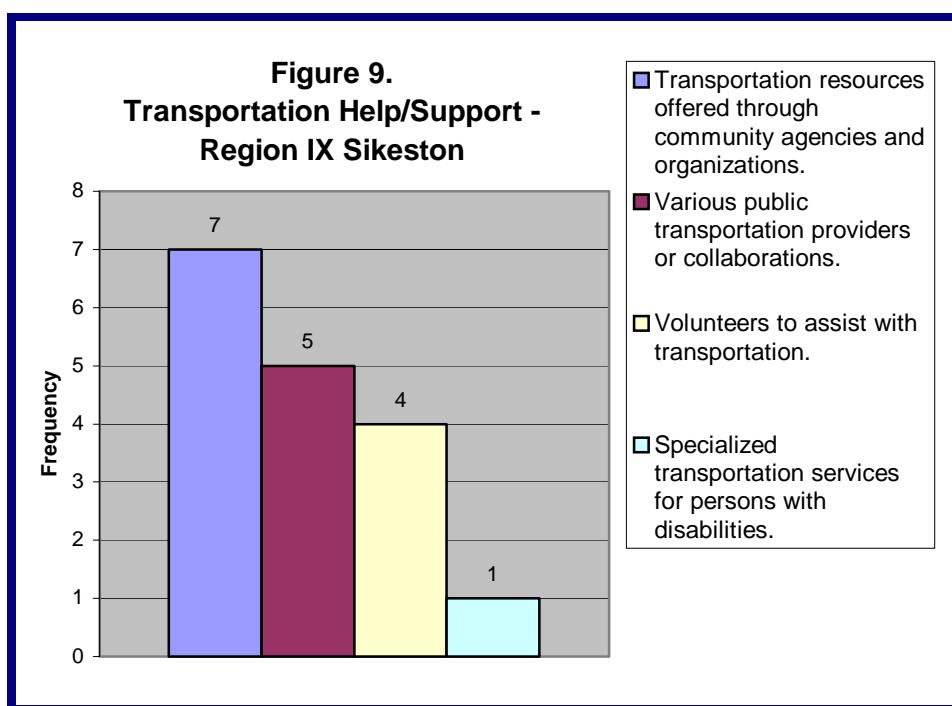
Transportation Resources Offered Through Community Agencies (7 comments):

Focus group participants discussed several community transportation supports in the Region IX area. For example, *transportation is available to the workshop and the day program. The Senate Bill 40 Board picks up the transportation costs to the workshop.* Another focus group participant stated that *VIP transports their works to events that they plan, but it is only for their workers.* Some individuals can get transportation for therapy. *Transportation assistance is provided to the Kenny Rogers Center for therapies.*

CHILDCARE ISSUES

Respondents were asked to identify the childcare option used most and least in their community by families who have a child with a disability. The childcare options given in the survey included: (1) regular childcare; (2) segregated or special childcare; and (3) family or friends. Most noted that *family or friends* were the *most likely* choice for childcare (88.0%). Few (8.0%) saw *regular childcare* as the *most likely choice*, and over 55% saw *segregated or special childcare* as the *least likely choice*. (See Table 9.)

Table 9. Most and Least Likely Child Care Choice

Item	Regular childcare	Segregated or special childcare	Family or friends
Most likely childcare	4 (8.0%)	2 (4.0%)	44 (88.0%)
Least likely childcare	15 (34.1%)	25 (56.8%)	4 (9.1%)

The adequacy of childcare options was assessed on a four-point scale (1=Inadequate… 4=Excellent). The lowest rating was for *segregated childcare*, which received a mean rating of 1.50. Almost two-thirds of the respondents rating this option rated this setting as *inadequate*. The highest rating was for *family childcare* (mean of 2.79). Almost two-thirds of those rating this option rated this type of childcare as *good* or *excellent.*

Table 10. Adequacy of Child Care

Item	Inadequate	Fair	Good	Excellent	Mean
Regular childcare (42)*	25 (59.5%)	10 (23.8%)	6 (14.3%)	1 (2.4%)	1.60
Segregated childcare (36)*	22 (61.1%)	11 (30.6%)	2 (5.6%)	1 (2.8%)	1.50
Family childcare (42)*	3 (7.1%)	12 (28.6%)	18 (42.9%)	9 (21.4%)	2.79
Scale: 1=Inadequate…4=Excellent *Total number responding					

Figure 10 reflects how respondents rated the opportunities for community-based childcare for families with a child who has a disability. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based childcare for children with disabilities was rated as *inadequate* by 66.7% of the respondents, and *good* by 8.9%.
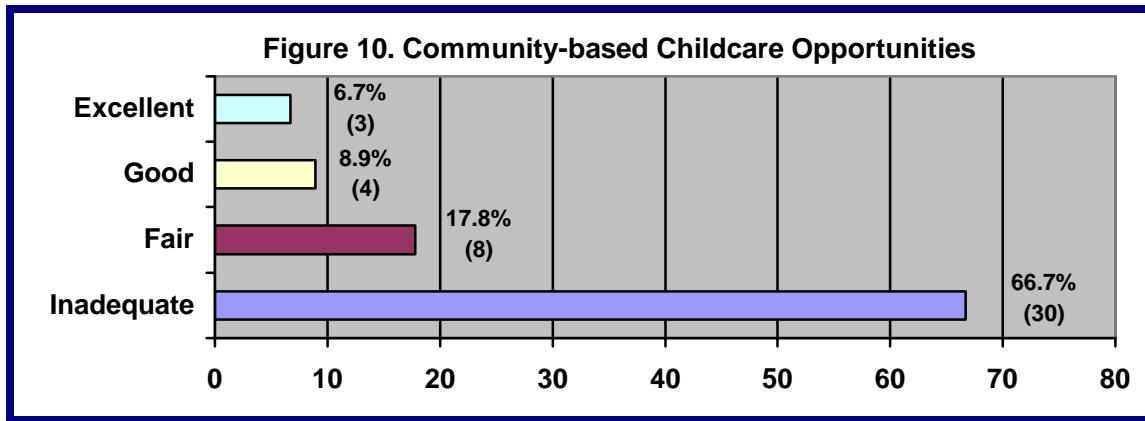
Figure 10. Community-based Childcare Opportunities

Rating	Percentage (Count)
Excellent	6.7% (3)
Good	8.9% (4)
Fair	17.8% (8)
Inadequate	66.7% (30)

Childcare Focus Group Discussion in Region IX:

Focus group participants discussed the problems and challenges they have experienced in trying to obtain childcare for their child with a disability. In addition, the focus groups also examined the types of childcare helps and supports available. This section presents the findings from focus groups in the Region IX-Sikeston service area in detail.

Childcare Problems:

Participants in the focus groups conducted in Region IX discussed the challenges and problems they experienced in trying to obtain childcare. Two common themes that emerged from the focus groups was that there are *few or no options for childcare* (4 comments), and systems requirements may limit childcare services (4 comments). Illustrative comments related to the top common childcare problems are provided below. Themes from the focus groups in Region IX as relates to childcare problems are presented in Figure 11.

Figure 11.
Childcare Problems - Region IX Sikeston

Legend:
- Few or no options for childcare.
- Systems requirements may limit childcare services.
- Lack of providers, or sitters with specialized skills to support kids with a disability.
- Limited availability of respite care resources.
- Excessive costs for childcare.

Bar values: 4, 4, 3, 1, 1. Y-axis: Frequency (0 to 4.5).
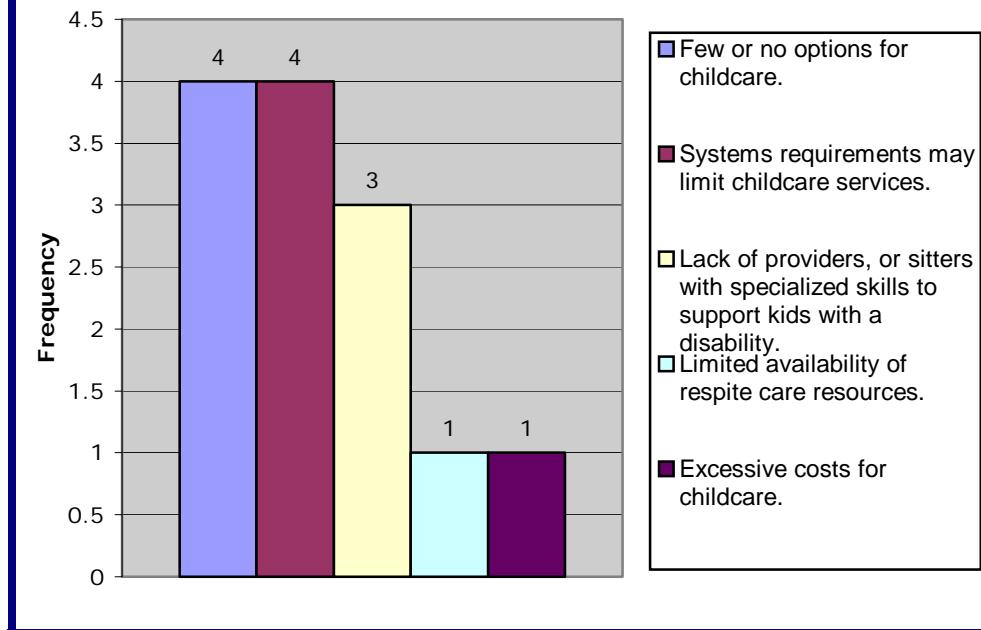
Few or No Options for Childcare (4 comments):

Focus group participants in Region IX stated that there were not many options for childcare. Only a few comments were made. Some comments included those below:

- *There is no segregated child care.*
- *There are no child care centers that accept children with special needs.*
- *There is no community support for child care for special needs children.*

Systems Requirements Limit Child Care Services (4 comments):

System requirements often limit or hinder services for child care. Only a few comments about those system limits were made. The comments included the following:

- *There are issues about kids turning 12 because no daycare will take them because they are over the licensing age.*
- *We went to daycare as a younger child. As an adult, no one can be found to provide respite.*
- *By keeping our adult son at home, it saves the state money but we are not rewarded with help for respite when we need time alone. His grandparents are in their 70's and are too old to care for him for long periods of time.*

Childcare Help and Support:

Focus group participants in the Region IX service area discussed the types of help and support they had received for childcare. There were only a few comments made about help and support with childcare. These comments made related to the fact that *family and friends assist with arranging or providing child care services* (4 comments). Some illustrative comments of this are included below.

Family and Friends Assist with Arranging and Providing Childcare (4 comments):

Only a few related comments were made about childcare help and support. The comments made were about assistance from family and friends in arranging or providing child care. These comments included:
- *Most child care is provided by family and friends.*
- *Family and provide most, if not all, of the child care in the county.*
- *I am mostly dependent on family and close neighbors.*
- *All child care is provided by my family and friends.*

EARLY INTERVENTION SERVICE ISSUES

The next section of the survey examined issues related to early intervention programs or services. The programs that the survey focused on were: (1) First Steps; (2) special needs pre-school; (3) Head Start; (4) regular pre-school; and (5) therapies. *First Steps* was indicated as the *most likely* to be used by 48.9% of the survey respondents. *Special Needs Preschool* was identified as *least likely* to be used by 29.3% of the respondents.

Table 11. Most and Least Likely Early Intervention Service Choices

Item	First Steps	Special needs pre-school	Head Start	Regular pre-school	Therapies
Child services	22 (48.9%)	2 (4.4%)	13 (28.9%)	0 (-)	8 (17.8%)
Child services least likely	2 (4.9%)	12 (29.3%)	10 (24.4%)	6 (14.6%)	11 (26.8%)

The adequacy of early intervention services was rated on a four-point scale (1=Inadequate…4=Excellent). *First steps* received the highest mean rating (2.83). Table 12 presents the data.

Table 12. Adequacy of Early Intervention Services

Item	Inadequate	Fair	Good	Excellent	Mean
First steps/infant-toddler programs (40)*	4 (10.0%)	10 (25.0%)	15 (37.5%)	11 (27.5%)	2.83
Special needs pre-school (33)*	17 (51.5%)	7 (21.2%)	4 (12.1%)	5 (15.2%)	1.91
Head Start (39)*	4 (10.3%)	14 (35.9%)	15 (38.5%)	6 (15.4%)	2.59
Regular pre-school other than Head Start (31)*	14 (45.2%)	5 (16.1%)	8 (25.8%)	4 (12.9%)	2.06
Therapies (36)*	9 (25.0%)	6 (16.7%)	14 (38.9%)	7 (19.4%)	2.53
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 12 shows how respondents rated the availability of early intervention services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Approximately 85% of the respondents saw early intervention services as *mostly available* or *somewhat available*.

Figure 12. Early Intervention Opportunities

- Very Available: 10.6% (5)
- Mostly Available: 21.3% (10)
- Somewhat Available: 63.8% (30)
- Not Available: 4.3% (2)

Early Intervention Focus Group Discussion in Region IX:

Focus group participants in the Region IX service area discussed the ways that early intervention services and supports had helped to enhance potential. Early intervention and related issues are presented in detail below.

Early Intervention Services and Supports:

Focus group participants are getting early intervention services and supports from a variety of different entities. One common source for early intervention is through the *First Steps program and other infant toddler programs that provide early intervention supports* (7 comments). Some illustrative comments from the top common themes are provided below in detail. The common themes about early intervention are presented in Figure 13.

Figure 13.
Early Intervention Service/Supports -
Region IX Sikeston

Frequency

- 7 — First Steps program and other infant/toddler programs provided early intervention supports.
- 6 — Other community resources (e.g. churches, civic organizations) supporting early intervention services.
- 3 — Head Start assisted in preparing child for school.
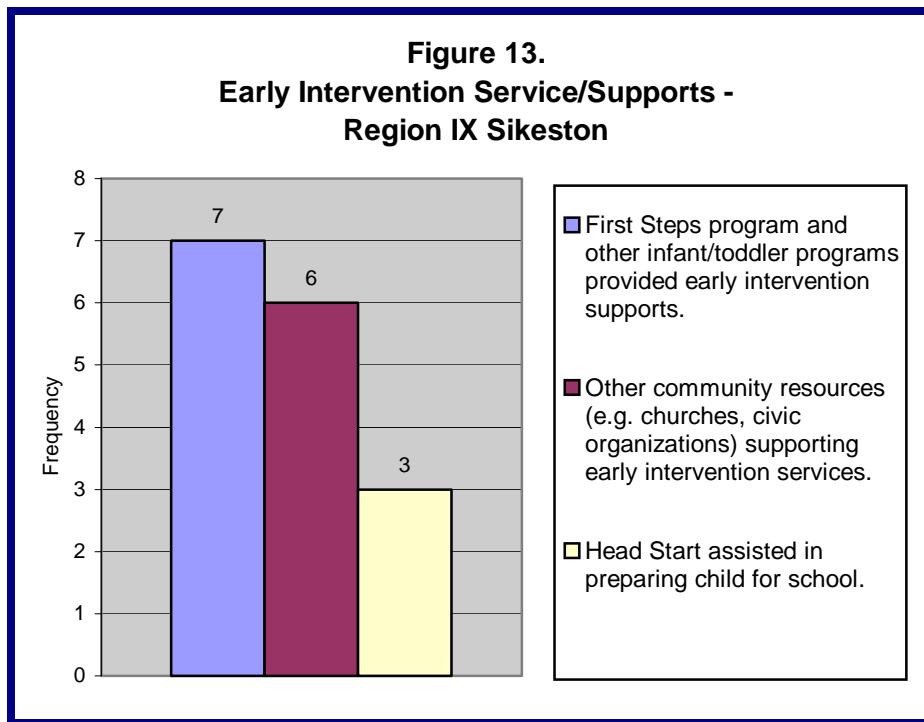
First Steps Program and Other Infant Toddler Programs (7 comments):

Focus group participants in the Region IX service area commented on the help and support for early intervention received from First Steps, and other infant toddler programs. One family member commented that First Steps was very responsive. *We used First Steps. The people* [from First Steps] almost *beat us home from the hospital when our child came home*. Another family was impressed with First Steps because *it helped our children progress toward regular school.*

Other Community Resources (6 comments):

Focus group participants in the Region IX area also received help and support for early intervention services through other types of community resources. One focus group participant provided the example *the Woodland School District does really well.* Another added *the Kenny Rogers Center in Sikeston is good.*

EDUCATIONAL SERVICE ISSUES

The survey respondents were asked what type of school services were most and least likely to be used. The types of educational services were: (1) included in regular public school education; (2) special public school education; (3) state school education; and (4) private home education. Few used *state school education* and *private/home education* (6.5%). Respondents indicated that the most often used educational services were either *special public school education* (45.7%) or *included in regular public school education* (41.3%). (See Table 13.)

Table 13. Most and Least Likely Educational Services Choices

Item	Included in regular public school education	Special public school education	State school education	Private/home education
What types of educational programs most likely to use	19 (41.3%)	21 (45.7%)	3 (6.5%)	3 (6.5%)
What types of educational programs least likely to use	5 (11.9%)	4 (9.5%)	10 (23.8%)	23 (54.8%)

The adequacy of educational services was rated on a four-point scale (1=Inadequate… 4=Excellent). The highest rated educational type was *included in regular public school education* (mean of 2.43). The lowest was *private home education* (mean of 1.53). Table 14 presents the findings.

Table 14. Adequacy of School Services

Item	Inadequate	Fair	Good	Excellent	Mean
Included in regular public school education (46)*	8 (17.4%)	18 (39.1%)	12 (26.1%)	8 (17.4%)	2.43
Special public school education (49)*	7 (14.3%)	22 (44.9%)	15 (30.6%)	5 (10.2%)	2.37
State school (36)*	9 (25.0%)	10 (27.8%)	13 (36.1%)	4 (11.1%)	2.33
Private-home education (30)*	21 (70.0%)	4 (13.3%)	3 (10.0%)	2 (6.7%)	1.53
Scale: 1=Inadequate…4=Excellent *Total number responding					

Respondents were asked to rate the availability of (1) inclusive educational opportunities; (2) transition services; and (3) post-high school opportunities in their community. Figures 14-16 detail the results.

Figure 14 shows how respondents rated the availability of inclusive educational services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Inclusive educational opportunities* were seen as *somewhat available* by 60.9% of the respondents.
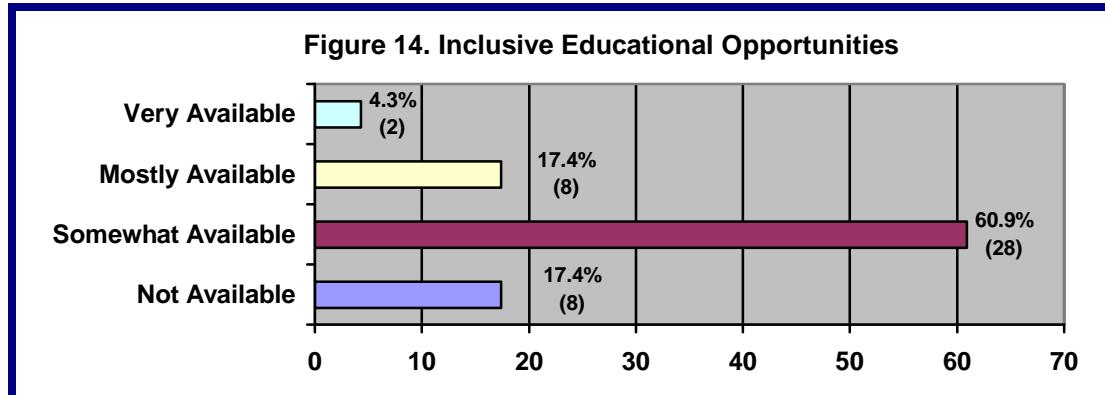
Figure 14. Inclusive Educational Opportunities

Rating	Percent (Count)
Very Available	4.3% (2)
Mostly Available	17.4% (8)
Somewhat Available	60.9% (28)
Not Available	17.4% (8)

Figure 15 shows how respondents rated the availability of transition services for people with disabilities from school to work in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Transition services* were seen as *somewhat available* by 41.9% of the respondents.
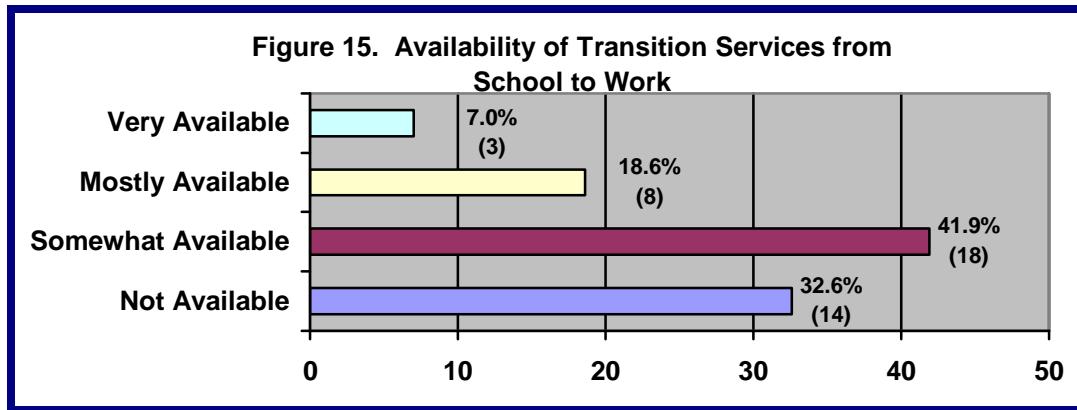
Figure 15. Availability of Transition Services from School to Work

Rating	Percent (Count)
Very Available	7.0% (3)
Mostly Available	18.6% (8)
Somewhat Available	41.9% (18)
Not Available	32.6% (14)

Figure 16 shows how respondents rated the availability of post-high school educational opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of post-high school educational opportunities was seen as *somewhat available* (31.7%) or *not available* (56.1%) by over 85% of the respondents.

Figure 16. Availability of Post-high School Educational Services

Category	Percentage (count)
Very Available	2.4% (1)
Mostly Available	9.8% (4)
Somewhat Available	31.7% (13)
Not Available	56.1% (23)
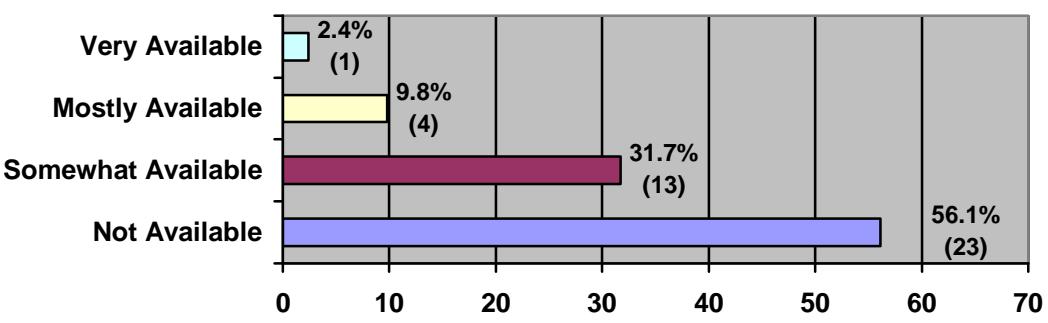
Education Focus Group Discussion in Region IX:

Experiences with the educational system were discussed in focus groups conducted in the Region IX service area. Focus group participants related 1.) the barriers and problems experienced with education, and 2.) the helps and supports received that helped maximize educational potential. Focus group discussions about education are provided in detail below.

Educational Problems and Challenges:

Focus group participants in Region IX discussed the types of challenges and problems they have experienced with the education system. One common theme discussed by the focus group participants was the *lack of quality individualized supports* (4 comments). Some illustrative comments are provided in detail below. Themes related to challenges and problems in education are presented in Figure 17.

Figure 17. Education Challenges/Problems - Region IX Sikeston
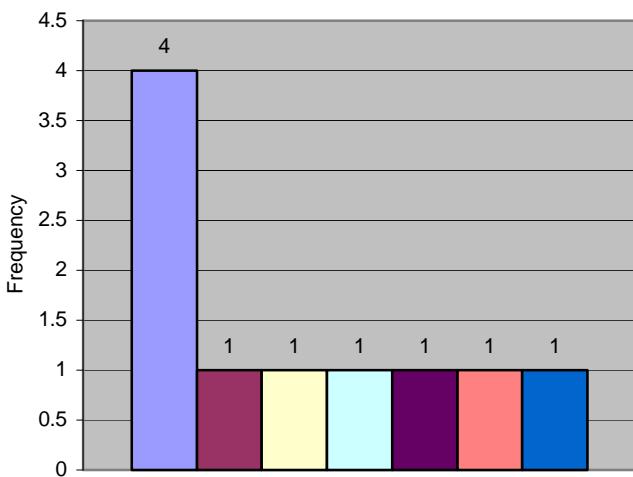
Legend:
- Lack of quality, individualized supports are minimizing student potential.
- School personnel misperceptions/ attitudes concerning learning capacity and support needs of students with DD.
- Lack of school knowledge of best practices supports for students with DD.
- Lack of parental, and other advocacy, affects the obtaining of needed supports.
- Lack of programs/options for students leaving school early, or after they graduate.
- Challenging social situations at school (e.g. peer attitudes, feeling excluded).
- Lack of inclusive social interaction opportunities/activities at school.

Frequencies: 4, 1, 1, 1, 1, 1, 1

Lack of Quality Individualized Supports (4 comments):

Focus group participants discussed how the lack of quality and individualized supports are minimizing student potential. These comments included:

- *Most "special" classes have teachers that allow the kids to do whatever they want just to get them through.*
- *Homebound and alternative schools are not working*
- *Children with disabilities are being suspended from school for entire quarters with no homebound teacher.*
- *Education is better in other counties.*

Educational Help and Supports:

Focus group participants also discussed the types of education help and support they had received. The Region IX focus group participants stated *students received focused support from school* (6 comments). Some illustrative comments about these educational supports are provided in detail below. Common themes are presented in Figure 18.

Figure 18.
Education Help/Support - Region IX Sikeston

Legend:
- Student received focused support from school.
- Student supported to participate in a state school.
- Early childhood programs facilitated child's readiness for school.
- Student supported to participate in special education.
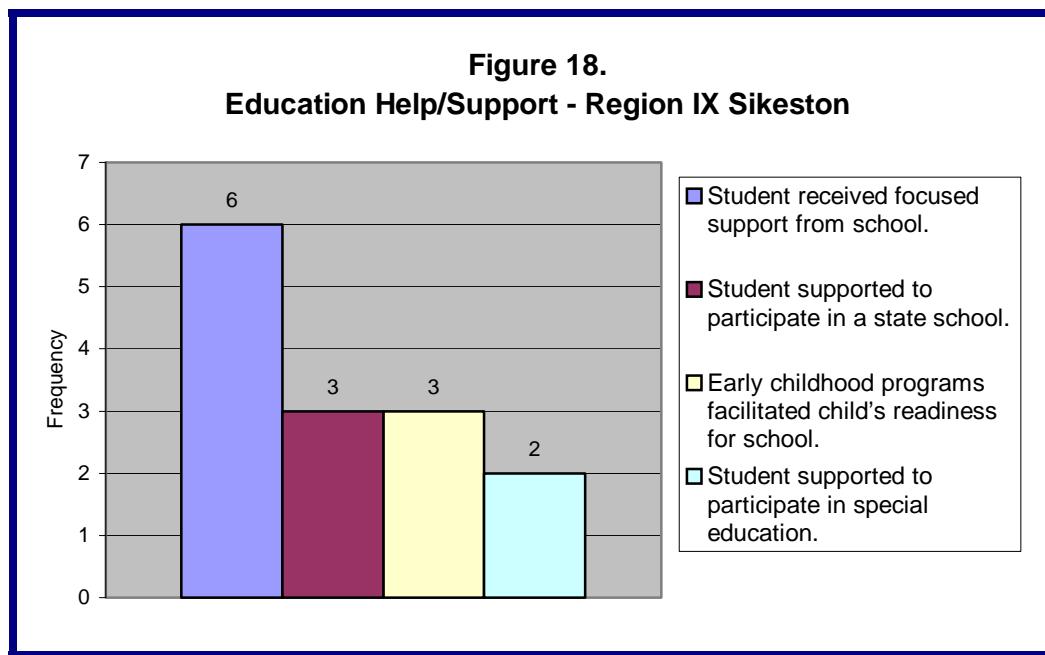
Students and Families Received Focused Support from School (6 comments):

Some focus group participants commented that students and families had received focused attention and support from schools. One such comment included the example: *four parents have young children in school and believe that being in special education part of the day and included in regular classes during each day is very helpful.* Another parent gave an example *my daughter is mainstreamed for one class and has a resource teacher. Therapies are provided at the school.* Another focus group participant talked about a program they were familiar with. *The Challenge Program is available to all grades and is set up like a house and the students are taught daily living skills and hygiene.*

HEALTH CARE SERVICE ISSUES

Survey respondents were asked to identify where people with disabilities were most likely or least likely to go to get health care services in their community. Respondents were asked to select from the following types of health care services: (1) hospitals/emergency room; (2) doctor's office; (3) community health clinics; (4) residential health center; and (5) local health departments. The majority of the respondents indicated that people with disabilities received their health care at the *doctor's office* (67.3%). Few used *local health departments* (3.8%). (See Table 15.)

Table 15. Most and Least Likely Health Care

Item	Hospitals/ Emergency room	Doctor's office	Community health clinics	Residential health care center	Local health departments
Where most likely to go for health care services	7 (13.5%)	35 (67.3%)	4 (7.7%)	4 (7.7%)	2 (3.8%)
Least likely to go	12 (25.5%)	1 (2.1%)	7 (14.9%)	17 (36.2%)	10 (21.3%)

The adequacy of health care services was assessed on a four-point scale (1=Inadequate… 4=Excellent). All health care services were rated as *inadequate* or *fair* by over 55% of those who responded. *Hospitals/emergency rooms* were rated by 80% of the respondents as *inadequate* (38.0%) or *fair* (42.0%). *Doctor's offices* were rated as *inadequate* (33.3%) or *fair* (49.1%) by 82.4% of the respondents. *Residential care center* received the highest mean rating (2.40) and *doctor's office* received the lowest mean rating (1.89).

Table 16. Adequacy and Availability of Health Care Services

Item	Inadequate	Fair	Good	Excellent	Mean
Hospitals/emergency room (50)*	19 (38.0%)	21 (42.0%)	6 (12.0%)	4 (8.0%)	1.90
Doctor's office (57)*	19 (33.3%)	28 (49.1%)	7 (12.3%)	3 (5.3%)	1.89
Community health clinics (47)*	22 (46.8%)	10 (21.3%)	3 (6.4%)	12 (25.5%)	2.11
Residential health care center (45)*	20 (44.4%)	5 (11.1%)	2 (4.4%)	18 (40.0%)	2.40
Local health department (50)*	15 (30.0%)	16 (32.0%)	5 (10.0%)	14 (28.0%)	2.36
Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 19 shows how respondents rated the availability of health care services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of health care services was rated as *somewhat available* (24.1%) or *not available* (63.8%) by almost 90% of the respondents.

Figure 19. Availability of Health Care Services

Rating	Percentage (Count)
Very Available	5.2% (3)
Mostly Available	6.9% (4)
Somewhat Available	24.1% (14)
Not Available	63.8% (37)
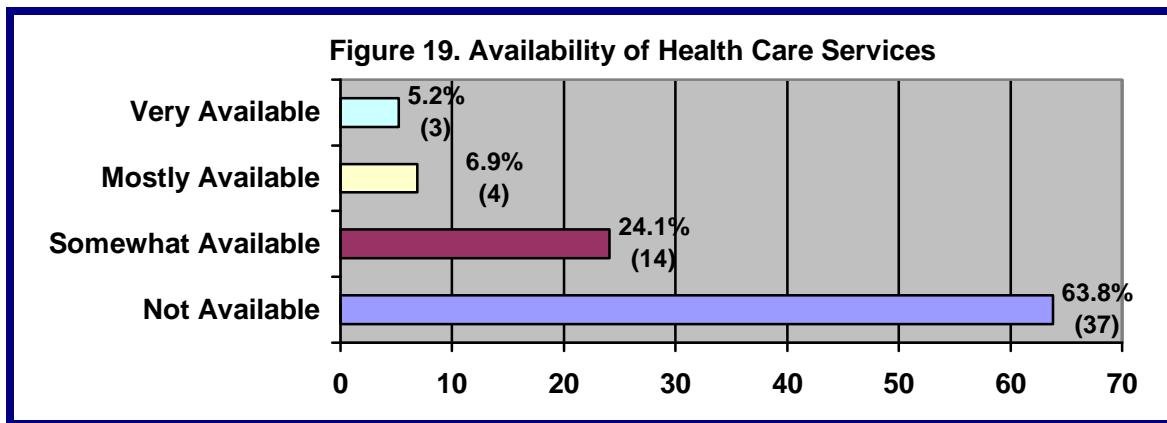
Figure 20 reflects how respondents rated the availability of dental services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of dental services was rated as *somewhat available* (15.6%), or *not available* (64.4%) by 80% of the respondents.

Figure 20. Availability of Dental Services

Rating	Percentage (Count)
Very Available	15.6% (7)
Mostly Available	4.4% (2)
Somewhat Available	15.6% (7)
Not Available	64.4% (29)
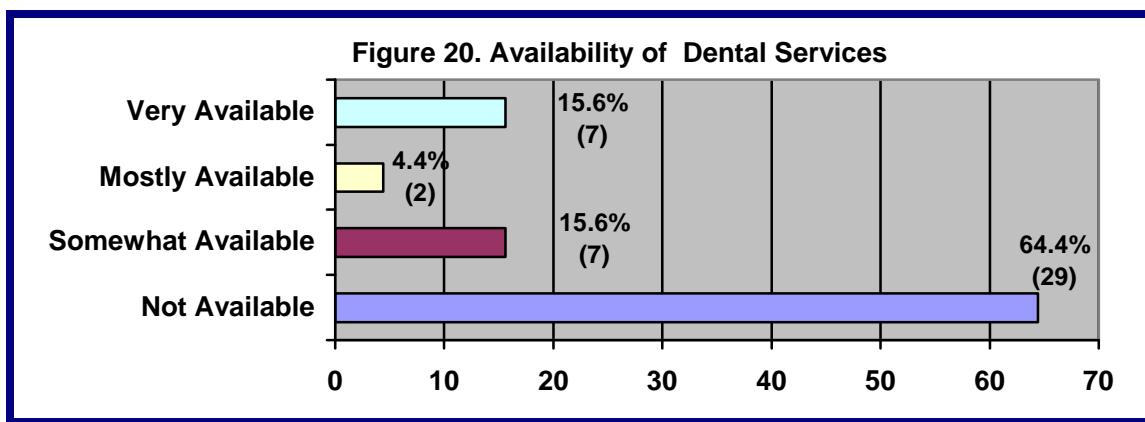
Healthcare Focus Group Discussion for Region IX:

Issues relating to healthcare for individuals with disabilities were discussed in the focus groups conducted throughout the Region IX service area. Focus group participants related the challenges and problems they had experienced trying to obtain healthcare. The types of healthcare help and support available were also discussed. Focus group discussion of healthcare related issues is presented in detail below.

Healthcare Challenges and Problems:

Healthcare challenges and problems that focus group participants had experienced in the Region IX service area were discussed. One common theme to emerge from the focus groups conducted in the Region IX area were *public health insurance program issues that impact persons with DD* (13 comments). Illustrative comments related to the top common healthcare problems are provided below. The common healthcare problems themes from the focus groups conducted in Region IX are presented in Figure 21.

Figure 21.
Healthcare Challenges/Problems -
Region IX Sikeston
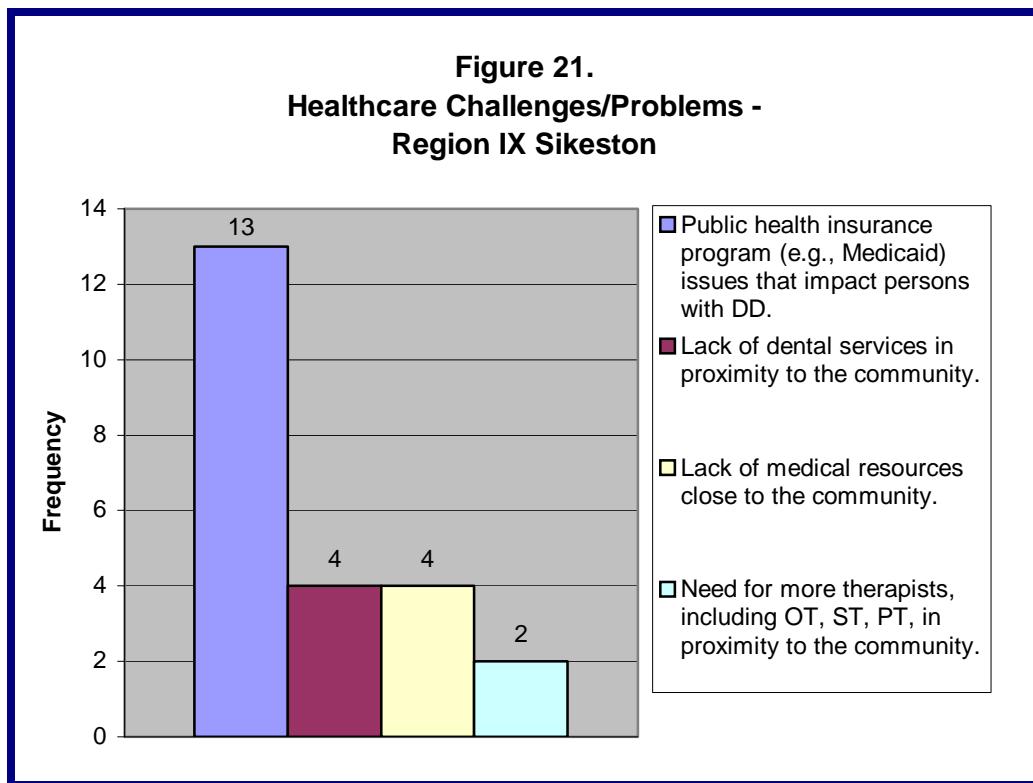
Public Insurance Program Issues (13 comments):

Many people with disabilities rely on Medicaid to help them with their health care needs. Focus group participants in Region IX discussed their problems with Medicaid and recent cuts to funding. One participant has *no problems now, but I fear changes in Medicaid and cuts will cause problems*. Other comments are provided in detail below.

Medicaid Limits Services: Recent cuts to Medicaid have made accessing health services and supplies very difficult for people. One participant commented that *some disabilities are not bad enough for Medicaid and private health insurance is unaffordable*. Another focus group participant commented *I stopped taking my medication because we couldn't afford it*.

No Dental Care: Some focus group participants have had difficulties finding dental care in their areas. One focus group participant gave the example that *dental care is difficult if you are on Medicaid. I have to drive to Marble Hill.* Another individual that commented *there is hardly any dental or optical and now there is no Medicaid to cover these services.*

Lack of Dental Services in Proximity to the Community (7 comments):

A few comments from the focus groups conducted in the Region IX service area were related to the lack of dental services close to smaller communities. One focus group participant commented *dental and eye care is a problem. There is only one doctor available in Jackson.* Another participant echoed this statement *there is limited dental and eye care in the area, there are long waiting lists.*

Healthcare Help and Support:

A few comments were made about help and support received for health care. The most common theme was *no problems finding medical and or dental care* (4 comments). Some illustrative comments are provided below. The common themes as relates to healthcare help and support are presented in Figure 22.

Figure 22.
Healthcare Help/Support - Region IX Sikeston

Legend:
- No problem finding medical and/or dental care.
- Availability of doctors and dentists that accept Medicaid.
- Doctors and other medical professionals.
- DD Service Agencies assist with obtaining health services.
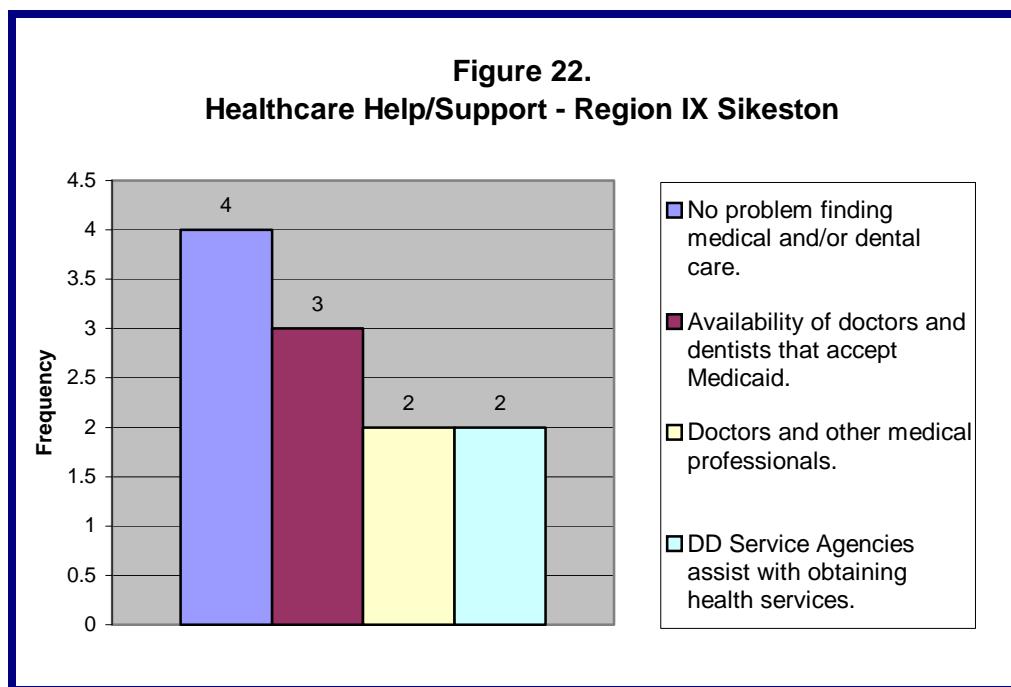
No Problems Finding Health Care (4 comments):

A few focus group participants commented that they did not have problems accessing health care in their respective communities. These comments included the following:
- *We have great support [receiving health and dental care].*
- *We have good services.*
- *We have several options for physical health care.*

RECREATIONAL/SOCIAL OPPORTUNITY ISSUES

The next part of the survey was related to recreational and social opportunities for people with disabilities in their community. There were three types of opportunities that were addressed: (1) regular community sponsored recreation and social activities/events; (2) accessible community sponsored recreation and social activities/events; and (3) special/ segregated recreation and social activities/events. Table 17 shows the findings.

Table 17. Most and Least Likely Recreational/Social Opportunities

Item	Regular community sponsored recreation and social activities	Accessible community sponsored recreation and social activity	Special/segregated recreation and social activities/events
What types of social activities most likely to use	15 (35.7%)	13 (31.0%)	14 (33.3%)
What types of social activities least likely to use	14 (34.1%)	9 (22.0%)	18 (43.9%)

The adequacy of the types of recreational and social opportunities was rated on a four-point scale (1=Inadequate … 4=Excellent). Of those rating *regular community sponsored* opportunities, almost 70% rated the opportunities as *fair* (22.0%), or *inadequate* (46.3%). *Accessible community sponsored opportunities* was rated as *fair* (26.3%) or *inadequate* (52.6%) by 78.9% of those who responded to the question. Over 68% of those responding rated *special segregated* opportunities as *fair* or *inadequate*. (See Table 18.)

Table 18. Adequacy of Recreational/Social Opportunities

Item	Inadequate	Fair	Good	Excellent	Mean
Regular community sponsored (41)*	19 (46.3%)	9 (22.0%)	10 (24.4%)	3 (7.3%)	1.93
Accessible community sponsored (38)*	20 (52.6%)	10 (26.3%)	4 (10.5%)	4 (10.5%)	1.79
Special/segregated (41)*	21 (51.2%)	7 (17.1%)	8 (19.5%)	5 (12.2%)	1.93
Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 23 shows how respondents rated the availability of accessible recreation opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of accessible recreation opportunities in the community was rated as *somewhat available* (33.3%) or *not available* (44.4%) by nearly 80% of the respondents.

Figure 23. Availability of Accessible Recreation Opportunities

Category	Percentage (Count)
Very Available	3.7% (2)
Mostly Available	18.5% (10)
Somewhat Available	33.3% (18)
Not Available	44.4% (24)
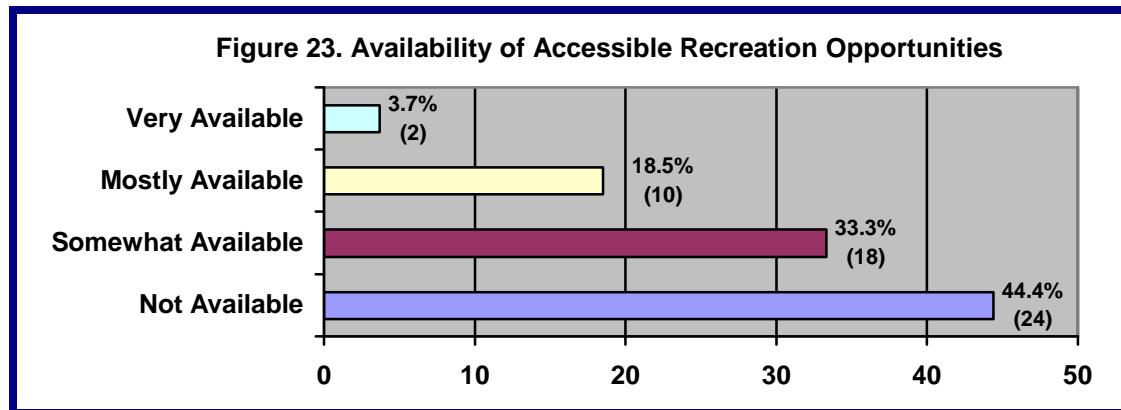
Figure 24 reflects how respondents rated the availability of social opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of social opportunities in the community was rated as *somewhat available* (51.9%), and *not available* (30.8%), by over 82% of the respondents.

Figure 24. Availability of Social Opportunities in the Community

Category	Percentage (Count)
Very Available	7.7% (4)
Mostly Available	9.6% (5)
Somewhat Available	51.9% (27)
Not Available	30.8% (16)
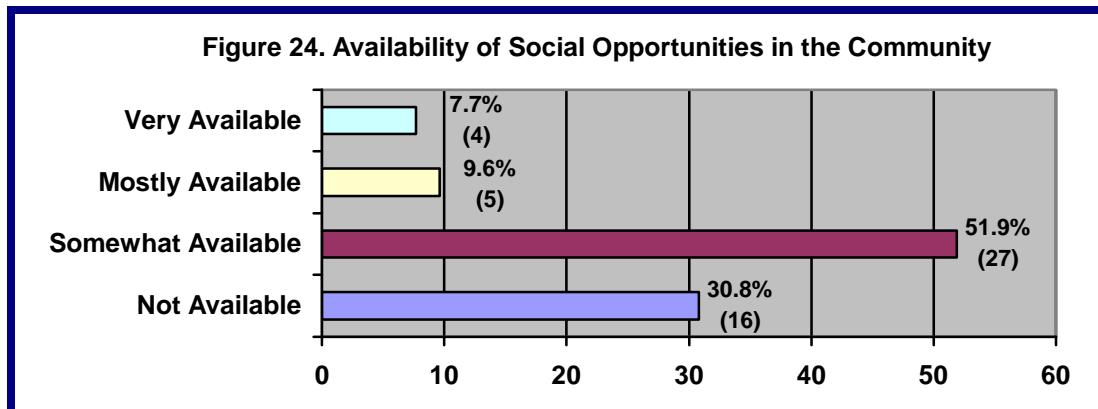
Recreation Focus Group Discussion in Region IX:

Participants in focus groups conducted throughout the Region IX-Sikeston service area discussed the types of challenges and problems experienced in trying to participate in social and recreational opportunities. Focus group participants also discussed the types of social and recreational opportunities available to them in their respective communities. Detailed findings from the focus groups in Region IX are provided in the sections below.

Recreation Challenges and Problems with Recreation:

Focus group participants discussed the challenges and problems that they have encountered in trying to find, or participate in, recreational and social activities in their communities. One common theme as discussed by focus group participants in Region IX was that there were *no recreation opportunities available* (9 comments). Some related illustrative comments are provided in detail below. Figure 25 presents the common themes as discussed in focus groups in the Region IX area in detail.

**Figure 25.
Recreation Challenges/Problems -
Region IX Sikeston**

Legend:
- No recreation opportunities available.
- Limited availability of accessible community-based social and recreation activities.
- Need for more affordable recreation activities/events.
- Community perceptions, attitudes about persons with DD that limit recreational opportunities.
- Persons/families not informed on what recreation resources are available.

Bar chart values (Frequency): 8, 5, 2, 2, 2

No Recreation Opportunities Available (9 comments):

Like many rural areas, there are not enough recreation opportunities available for individuals with disabilities. Illustrative of this is a comment made by a focus group participant, *once you get outside of Caruthersville, there is nothing.* Other focus group participants agreed with this, *there is no opportunity for recreation. There is nothing in this area, or in the county.* According to one participant, *there is plenty of spectator recreation* for people with disabilities, *but not a lot of participant recreation.*

Recreation Help and Support:

There are some opportunities for social and recreational activities in communities in the Region IX–Rolla service area. One common support is from *community initiatives that increased community recreation options for persons with DD* (7 comments). Illustrative comments related to the top common recreation help and support themes in Region IX are provided in detail below. Common recreation help and support themes are presented in Figure 26.
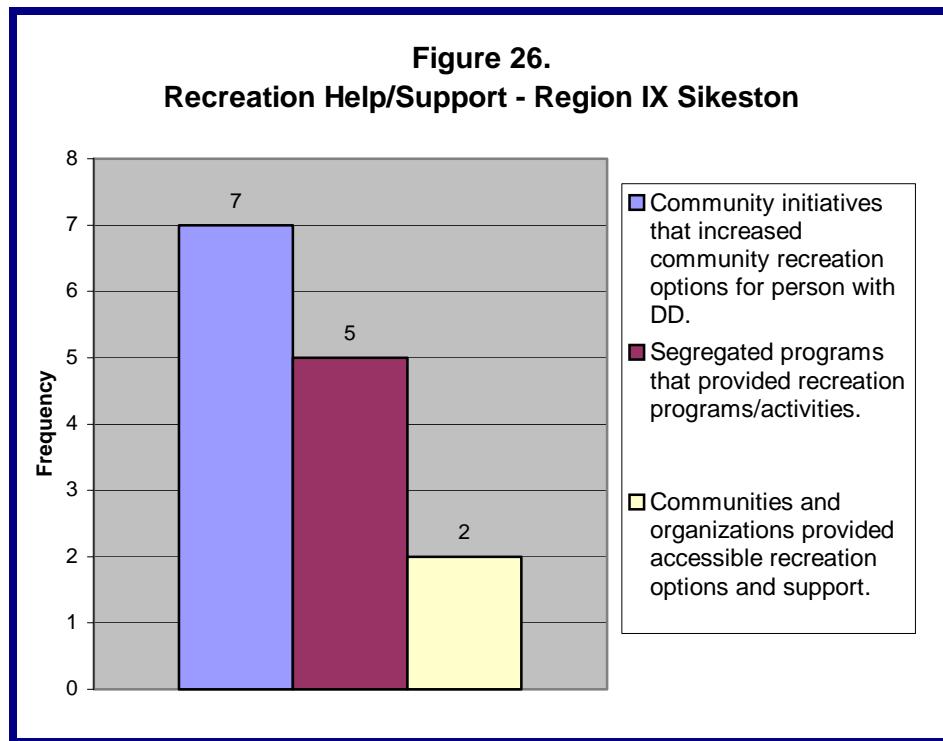
Figure 26.
Recreation Help/Support - Region IX Sikeston

Community Initiatives That Increased Community Recreation (7 comments):

Focus group participants discussed the types of community initiatives in the Region IX service area that have increased recreation opportunities for individuals with disabilities. The sheltered workshops provide recreational opportunities. For example, *the workshop takes the workers to Cardinals games and has parties.* Another talked about a community initiative that takes people with disabilities on vacation. *Each year, a group gets together to take a vacation and parts of the world. This is a county organized thing and for two years people from the group homes have saved their money and gone to Rome and Hawaii with the group.* One other example came from a focus group participant. *There was an accessible park built last year by a Boy Scout working on his Eagle Scout badge. It was a true community project.*

28

COMMUNITY RESOURCE/SUPPORT ISSUES

The next section of the survey looked at types of generic community resources/supports people with disabilities are likely to access in their community. The types of community services examined included: (1) civic organizations; (2) faith-based organizations; (3) social service organizations; and (4) family and friends. The type of community resource/support that was *most likely* to be used was *family and friends* (69.8%). The type of community resource/support least likely to be used was *civic organizations*. (See Table 19.)

Table 19. Most and Least Likely Community Resource/Support Choice

Item	Civic organizations	Faith-based organizations	Social service organizations	Family and friends
What type of community resources are people most likely to use?	4 (9.3%)	8 (18.6%)	1 (2.3%)	30 (69.8%)
What type of community resources are people least likely to use?	22 (56.4%)	8 (20.5%)	7 (17.9%)	2 (5.1%)

The adequacy of the types of generic community resources/supports was evaluated on a four-point scale (1=Inadequate …4=Excellent). Over 60% of the respondents rated *family and friends* as *good* (37.3%) or *excellent* (25.5%). *Family and friends* had a mean of 2.82. *Faith-based* resources were seen as *good* (25.0%) or *excellent* (6.8%) by nearly 32% of the respondents. Civic organizations were rated as *inadequate* by 54.5% of the respondents. (See Table 20.)

Table 20. Adequacy of Community Resources/Supports

Item	Inadequate	Fair	Good	Excellent	Mean
Civic organizations (44)*	24 (54.5%)	13 (29.5%)	5 (11.4%)	2 (4.5%)	1.66
Faith-based (44)*	9 (20.5%)	21 (47.7%)	11 (25.0%)	3 (6.8%)	2.18
Social organization (40)*	14 (35.0%)	16 (40.0%)	7 (17.5%)	3 (7.5%)	1.98
Family and friends (51)*	3 (5.9%)	16 (31.4%)	19 (37.3%)	13 (25.5%)	2.82
Scale: 1=Inadequate…4=Excellent *Total number responding					

Figure 27 indicates how respondents rated how supportive their community is towards people with disabilities. The rating was on a four-point scale (1=Not Supportive…4= Very Supportive). Overall, approximately 72% of the respondents reported the support they receive from their community as *mostly* (37.0%) or *somewhat supportive* (35.2%).

Figure 27. Community Support

Category	Percentage	Count
Very Supportive	3.7%	(2)
Mostly Supportive	37.0%	(20)
Somewhat Support	35.2%	(19)
Not Supportive	24.1%	(13)
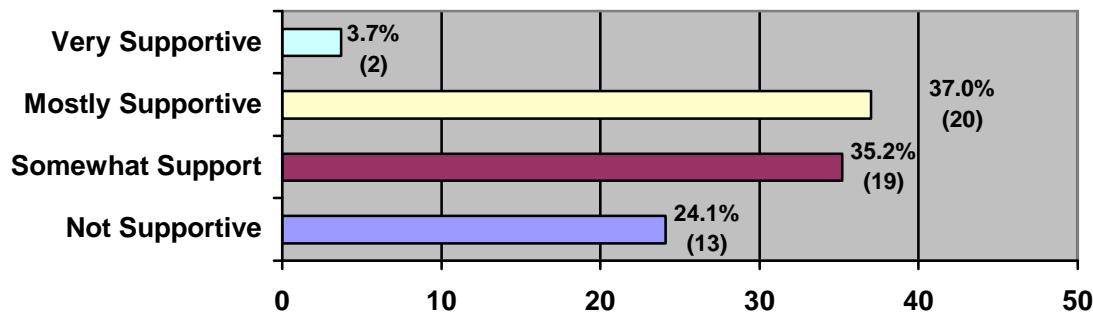
Community Supports Focus Group Discussion in Region IX:

The types of community supports that individuals with disabilities and their families receive and the general attitude of the community were discussed as part of the focus group conducted in the Region IX service area. Findings from these focus groups are provided in detail in the section below.

Community Supports Received:

The types of community supports that individuals with disabilities and their families receive were discussed. One common theme was that people receive community support from faith based organizations (8 comments) in their communities. Illustrative comments are provided in detail below. Common themes as related to community support in Region IX are presented in Figure 28.

**Figure 28.
Community Supprt Received
Region IX Sikeston**

Frequency values: 8, 2, 1, 1, 1

Legend:
- Faith-based organizations.
- Family, friends, neighbors.
- Civic organizations.
- Support from organizations with a primary focus on supporting persons with DD.
- General Support of community for persons with DD.
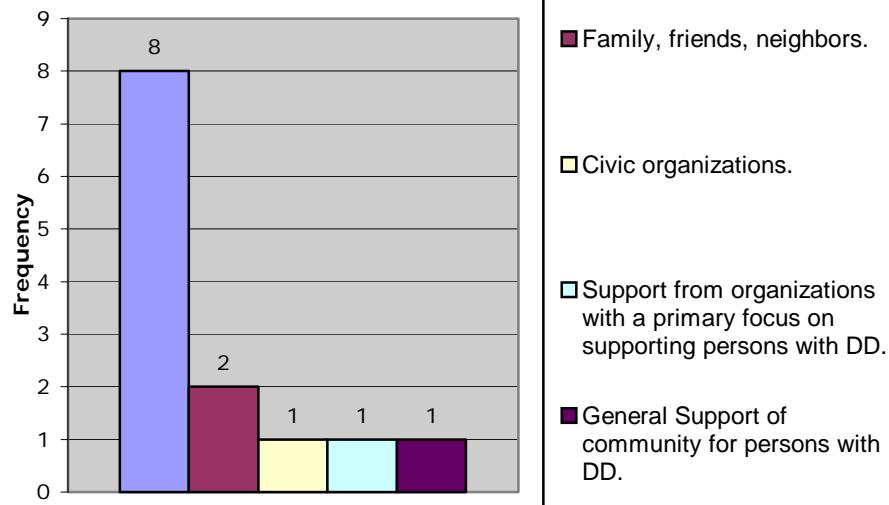
Receive Support from Faith Based Organizations (8 comments):

Focus group participants in Region IX discussed the support received from faith based organizations. One focus group participant commented *some clergy from some churches do well visiting and encouraging people with developmental disabilities*. Another added *a couple of churches advertise an outreach program that offers all kinds of support to families in the community. They do blood pressure, and sugar screenings once a month. With those programs they reach about 1400 people a month.*

Community Attitudes:

General community attitudes about people with disabilities were discussed as a part of the focus groups conducted in Region IX. A majority of the focus group respondents stated that there was *good acceptance and support-good attitudes* about people with developmental disabilities (6 comments). Illustrative comments are provided below. Common themes as relates to community attitudes in Region IX are presented in Figure 29.

Figure 29.
Community Support Attitude - Region IX Sikeston
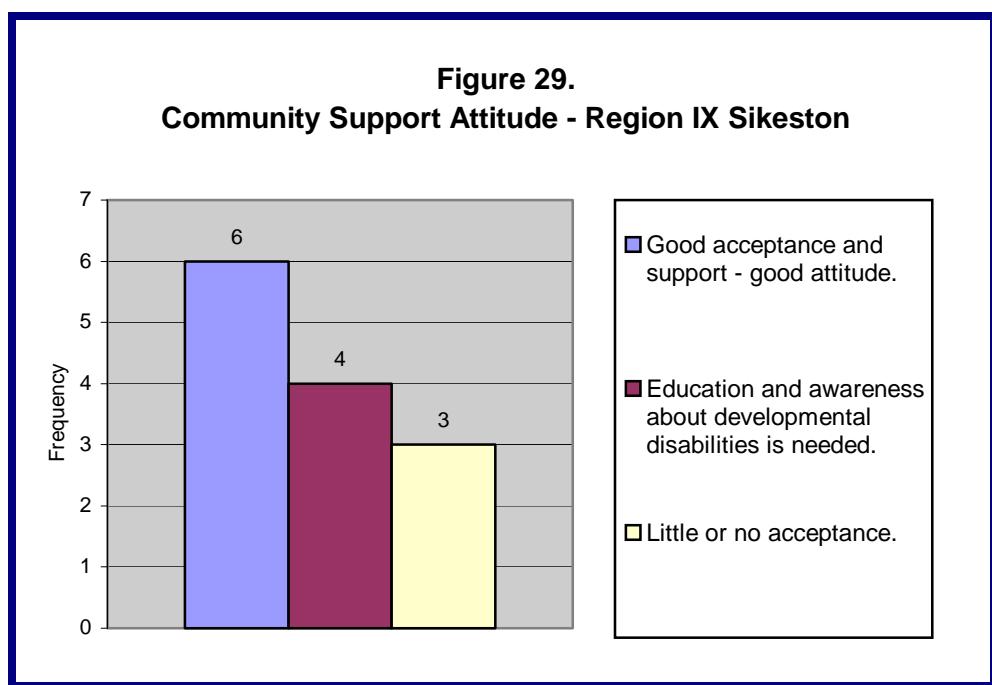
Good Acceptance and Support-Good Attitudes (6 comments):

Focus group participants in the Region IX focus groups felt they received good acceptance and support from their respective communities. One focus group participant commented *there is a very positive attitude for people with disabilities* in the community. Another commented that their community is *a very small town. Everyone knows you. I am very accepted.*

31

SAFETY AND QUALITY ASSURANCE ISSUES

Survey respondents were asked if they were aware of any incidents that affect the health, safety and quality of life of people with disabilities in their community. Incident items included: 1) physical abuse/neglect; 2) sexual abuse; 3) financial abuse; 4) violation of human or legal rights. Respondents were asked to check the incident item if they were aware of any person with a disability in their community who had experienced that type of incident. Table 21 lists the findings.

Of the 64 people surveyed, 28.1% were aware of some physical abuse/neglect in their community; 12.5% were aware of sexual abuse; 17.2% were aware of some type of financial abuse; and 15.6% were aware of a human or legal rights violation.

Table 21. Awareness of Safety Concerns

Item	
Physical Abuse/Neglect	18 (28.1%)
Sexual Abuse	8 (12.5%)
Financial Abuse	11 (17.2%)
Violations of human or legal rights	10 (15.6%)
(Checked numbers per 64 total respondents)	

As a follow up question, respondents who had checked one of the incident items were also asked to share their perception about how that particular type of incident had been handled. As can be seen in Table 22, more people responded to the follow up question than had responded to the original question. For some reason, a number of survey respondents did not understand it to be a follow up question and answered it anyway.

Even though this discrepancy exits, and readers are advised to take it into account, Table 22 is included because it still provides an indication of survey respondent's perceptions on how well the above types of incident items are handled. Additionally, because the handling of these types of incidents requires a degree of discretion, it is also important to recognize that respondents perceptions of how these incidents are handled may not necessarily reflect what actually occurred to address them.

Table 22: How Safety Concerns Were Handled

Item	Not at all	Not well	Well	Very well	Mean
Physical Abuse Neglect (23)*	5 (21.7%)	13 (56.5%)	3 (13.0%)	2 (8.7%)	2.09
Sexual Abuse (12)*	3 (25.0%)	5 (41.7%)	3 (25.0%)	1 (8.3%)	2.17
Financial Abuse (17)*	0 (-)	10 (58.8%)	4 (23.5%)	3 (17.6%)	2.59
Violations of human rights (14)*	4 (28.6%)	5 (35.7%)	3 (21.4%)	2 (14.3%)	2.21
*Scale: 1=Not At All...4=Very Well *Total number responding*					

Survey respondents were asked to rate how safe people with disabilities were in their community. Figure 30 reflects their responses. The rating was on a four-point scale (1=Not Safe At All…4= Very Safe). Over 80% of the respondents saw people with disabilities as being *mostly safe* (44.4%) or *somewhat safe* (40.0%) in their community.

Figure 30. Safety Perceptions

Category	Value
Very Safe	13.3% (6)
Mostly Safe	44.4% (20)
Somewhat Safe	40.0% (18)
Not Safe At All	2.2% (1)
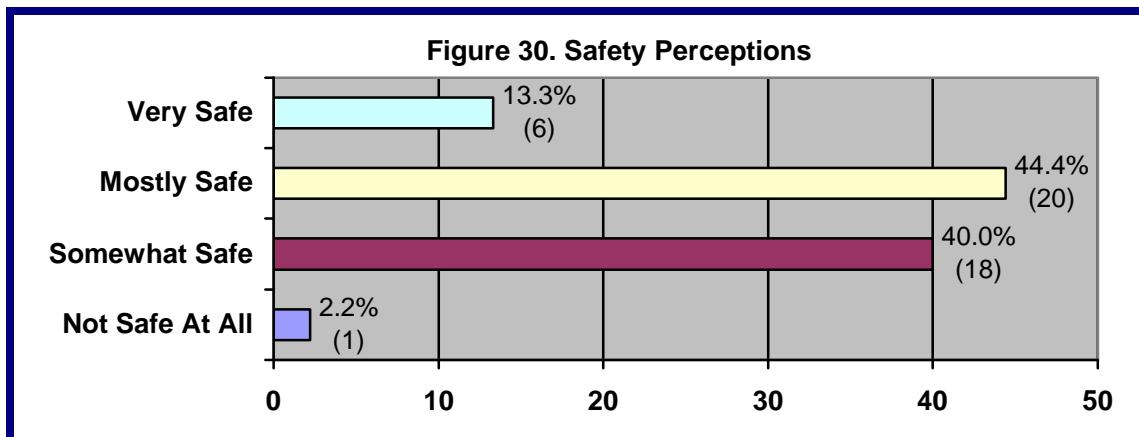
Quality Assurance Focus Group Discussion in Region IX:

Quality Assurance and related issues were discussed in the focus groups conducted in the Region IX service area. Focus group participants discussed 1) how people with developmental disabilities are included in the community, 2) how people with developmental disabilities are excluded from the community, and 3) how families and people with disabilities are included in planning their futures. Discussions on quality assurance issues from the focus groups conducted in Region IX are in detail in the section below.

How People with Developmental Disabilities are Included in Community:

People with disabilities are included in their communities in a variety of different ways. One commonly discussed theme from focus groups conducted in the Region IX service area was that individuals with disabilities find community inclusion *through the support and involvement of community organizations and businesses* (8 comments). Illustrative comments related to this are provided in detail below.

Support and Involvement of Community Organizations (8 comments):

Some focus group participants indicated that the support and involvement of community organizations and businesses made them feel more included. One example was provided by a focus group participant, *I was in a local store alone and the clerk asked where one of the residents was and said to tell him hi.* Some people felt the group homes were supportive. *The group home will have parties occasionally, and invite residents of another group home in the county as well as neighbors and others they know. The group home doesn't come, but friends do, including our State Representative.*

How People With Disabilities Are Excluded From the Community:

Focus groups conducted in the Region IX service area also asked participants to discuss the ways the people with developmental disabilities are excluded from their communities. One common theme discussed by focus group participants were *individuals excluded from activities due to distance, transportation and other accessibility issues* (2 comments). Illustrative comments related to the top themes in exclusion from community life are included below. Very few comments were made. The top themes of exclusion are presented in Figure 31.

Figure 31.
Quality Assurance Excluded - Region IX Sikeston
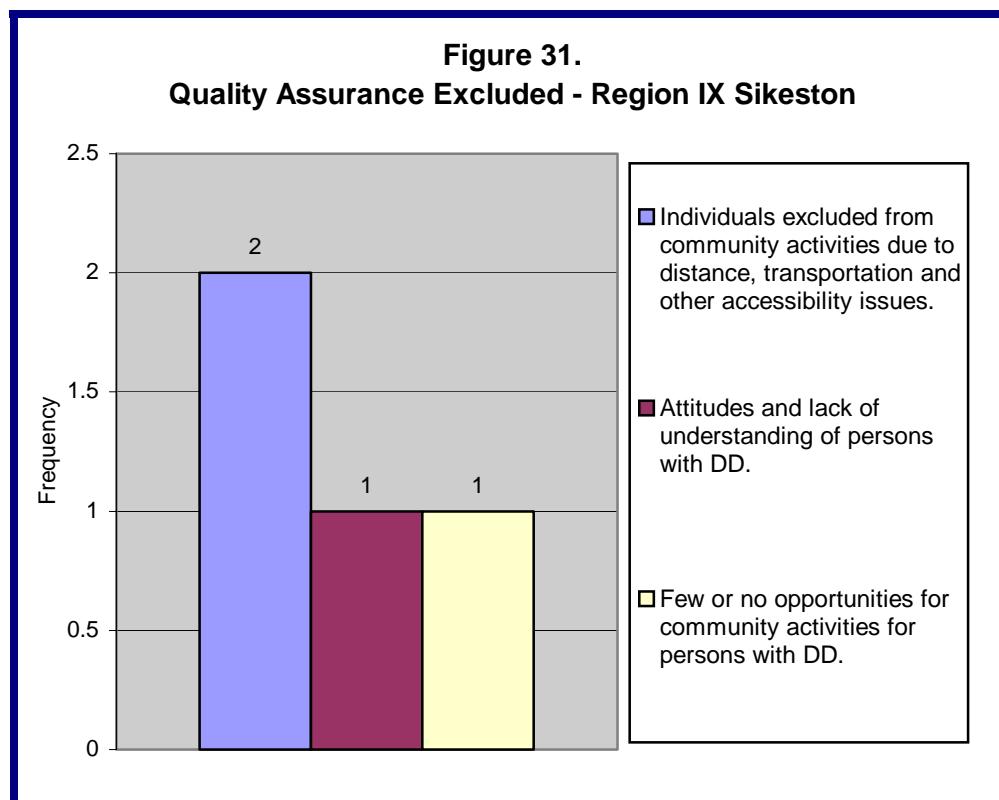
Individuals Excluded Because of Distance, Transportation and Accessibility (2 comments):

Very few comments were made about issues related to exclusion. Only two comments related to exclusion because of distance, transportation or other accessibility issues were made. These two comments included:
- *Lack of transportation is the biggest reason for isolation.*
- *Several churches are not accessible.*

Inclusion in the Planning Process:

Focus group participants discussed the ways that people with disabilities and their families are included in the planning processes that affect their lives. Very few comments were made. The comments that were made indicate that persons with DD and families are involved in inclusive planning efforts *(3 comments).* Related illustrative comments are provided below.

- *When Suzann Wesley Learning Center writes grants they sometimes seek input from parents if the grant involves money for special needs.*
- *We were included in the planning and design of the accessible playground.*
- *Some families were included in the planning when a new school was being built in Bloomsdale.*

SATISFACTION WITH SERVICES

Survey respondents were asked how they would rate MRDD service coordination/case management services. Figure 32 shows how respondents rated this service. The rating was on a four-point scale (1=Inadequate…4= Excellent). Service coordination was seen as *good* (33.3%) or *excellent* (27.8%) by over 60% of the respondents.
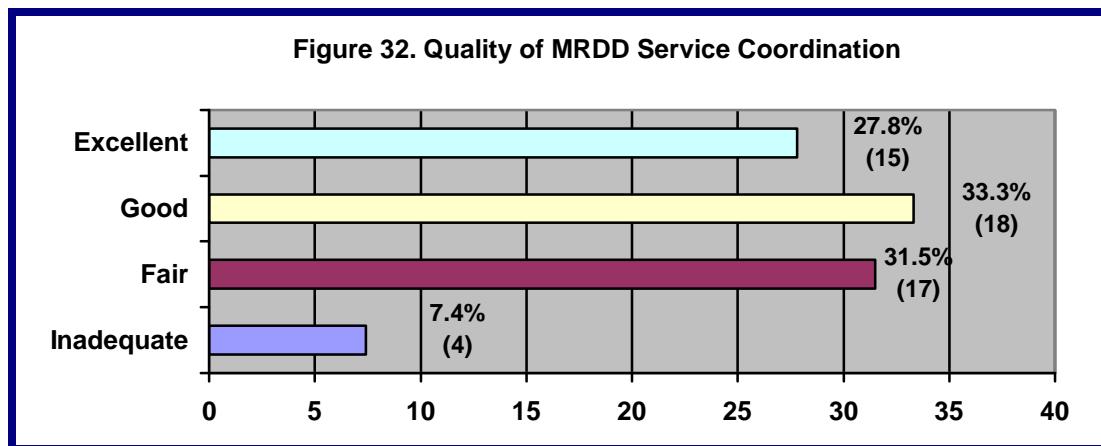
Figure 32. Quality of MRDD Service Coordination

Rating	Percentage (Count)
Excellent	27.8% (15)
Good	33.3% (18)
Fair	31.5% (17)
Inadequate	7.4% (4)

Respondents were also asked to rate the quality of services/supports that they, or others had received from providers in their community. Figure 33 shows how respondents rated the quality of provider services/supports. The rating was on a four-point scale (1=Inadequate…4= Excellent). The quality of provider services/supports was rated as *good* (27.8%) or *excellent* (18.5%), by 46.3% of the respondents.

Figure 33. Quality of Provider Services/Supports

Rating	Value	Percent (Count)
Excellent	18.5	18.5% (10)
Good	27.8	27.8% (15)
Fair	37.0	37.0% (20)
Inadequate	16.7	16.7% (9)

Scale: 0, 5, 10, 15, 20, 25, 30, 35, 40
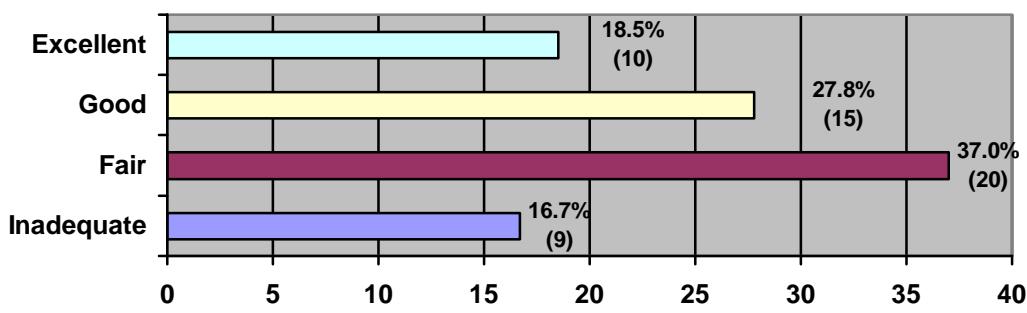
Last Chance Focus Group Discussion From Region IX:

Focus group participants in Region IX were asked *if you could change one thing in your community that would make it better for people with disabilities, what would it be?* The responses to this question are provided in detail in the section below.

Last Chance:

Focus group participants discussed the changes they would make in their communities to improve life for individuals with disabilities. The top common theme for change among the focus group participants were *enhancements in services for persons with DD that support expansion of resources that fund and or provide services* (10 comments). Illustrative comments related to this need are provided below. All of the common themes about changes from Region IX are presented in Figure 34.

**Figure 34.
Last Chance - Region IX Sikeston**

Frequency values:
- Enhancements in services for persons with DD; support expansion of resources that fund and/or provide services. — 10
- More community social,/ recreational options for persons with DD. — 2
- Community employment and support opportunities in the community for persons with DD. — 2

Scale: 0, 2, 4, 6, 8, 10, 12

Enhancement in Services for Persons with Developmental Disabilities (10 comments):

   Focus group participants in the Region IX service area would also enhance services for individuals with disabilities. One participant commented that their *community needs available resources. Bring computers in for low income kids. Cover the pool for water therapy.* Another stated that *a day program is needed.* One focus group participant would *improve vocational rehabilitation services in transitioning from school.*

The MISSOURI PLANNING COUNCIL For DEVELOPMENTAL DISABILITIES
Region X: Central Missouri Council on Developmental Disabilities Needs Assessment

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Report Prepared For:
The Missouri Planning Council for Developmental Disabilities

January 2006

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PREFACE

The Missouri Planning Council for Developmental Disabilities is a federally-funded, 23-member consumer-driven council appointed by the Governor. Public Law 106-402 mandates the Council to plan, advocate for, and give advice as to programs and services for persons with developmental disabilities to increase their opportunities for independence, productivity, and integration in to communities. The Council's mission is to support communities to include all persons with developmental disabilities in every aspect of life.

The Missouri Planning Council provides partial funding for Regional Advisory Councils across the state. Regional Councils provide grassroots planning and advocacy for improving supports and services for persons with developmental disabilities. This includes serving as an advisory body for the Missouri Department Mental Health, and Division of Mental Retardation and Developmental Disabilities' eleven Regional Centers across the State of Missouri.

In partnership with the Regional Councils, the Missouri Planning Council administered a written survey questionnaire and conducted a series of focus groups throughout the State to facilitate a better understanding of strengths, as well as barriers that self-advocates and families face, in accessing programs, services, and other supports necessary to achieve independence, productivity, and integration in to community life. What is learned from the focus groups and the survey results will assist in the Missouri Planning Council and Regional Councils in their long-range planning and advocacy efforts.

The Missouri Planning Council also wishes to express its gratitude for the assistance of other entities and organizations, committed to serving Missourians with developmental disabilities, in the needs assessment process.

INTRODUCTION

Table 1: Counties

County	# of Returns
Boone/Columbia	9
Howard/Fayette	4
Callaway	7
Carroll	8
Chariton	6
Moniteau	3
Pettis	6
Saline	8
Cooper	8
Randolph	7

In each of the eleven MRDD Regions in Missouri people with disabilities and their families answered written surveys about different aspects of their life. This included employment, housing, recreation, and education to name a few. These surveys were conducted in all of the counties in Missouri. Table 1 lists the counties in the Central Missouri Region and the number of returns that were received from each county. Table 2 represents the MRDD Regions.

Table 2: Regions
Region I: Albany - Council on DD
Region II: Kirksville - Planning and Coordinating Council for DD
Region III: Hannibal - DDA Council of Missouri
Region IV: Kansas City - Metropolitan Council on DD
Region V: Joplin - Council on DD
Region VI: Springfield - Council on DD
Region VII: Rolla - Council on DD
Region VIII: Poplar Bluff - Disability Council of the Ozarks
Region IX: Sikeston: Regional Council on DD
Region X: Central Missouri - Council on DD
Region XI: St. Louis - Gateway Regional Advisory Council

Written Survey Respondents:

The majority of the respondents in the Central Missouri Region were persons with a disability (57.1%). There were 24 responses from family members (42.9%). Of the 66 that participated in the survey, 10 did not respond to the question *I am a: family member or persons with disability.* Figure 1 presents these findings.

The majority of the respondents received services from the Division of Mental Retardation/Developmental Disabilities (75.0%) while 25% did not receive these services. Of the 66 participants that returned the survey, 6 of the respondents did not indicate whether they *received or didn't receive* services from MR/DD. (See Figure 2.)

Figure 1: Written Survey Respondents

Family Member 42.9% (24); Person with a disability 57.1% (32)
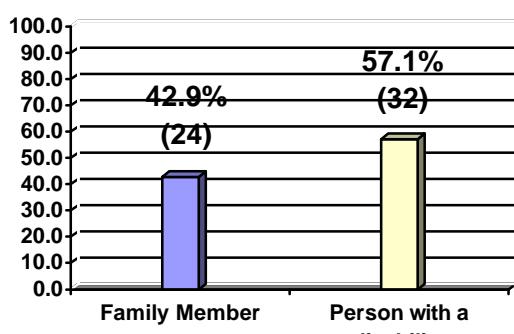
Missing = 10

Figure 2: Respondents Receiving Services
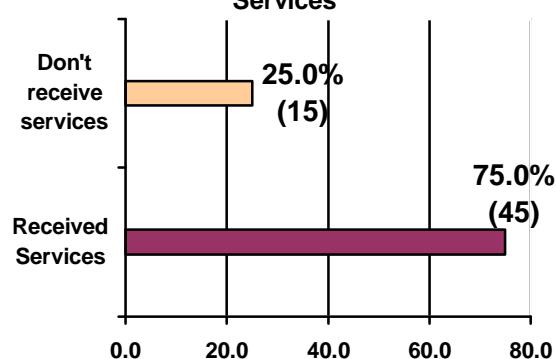
Don't receive services 25.0% (15); Received Services 75.0% (45)

Missing = 6

Focus Group Respondents:

In addition to the written surveys, 11 focus groups were held in the Region X area. There were 88 individuals who participated in the focus groups, 58% (51) were individuals with a developmental disability, and the other 42% (37) were family members. Over two thirds (68%) of the focus group participants received services. The following summarizes the results of both the written surveys and the focus groups.

EMPLOYMENT ISSUES

Survey respondents were asked to rank where adults with disabilities work/live in the community. The options were (1) non-employment situations; (2) sheltered employment; (3) community employment with paid supports; and (4) regular job in the community. (See Table 3.)

Table 3. Most and Least Likely Place to Work

Item	Non-Employment Situation	Sheltered Employment	Community Employment with Paid Supports	Regular Job in the Community
Where do adults with disabilities work/live in your community	10 (19.6%)	31 (60.8%)	2 (3.9%)	8 (15.7%)
Where do adults spend the Least amount of time	6 (12.2%)	3 (6.1%)	4 (8.2%)	36 (73.5%)

The respondents were also asked whether the different types of employment opportunities were (1) inadequate; (2) fair; (3) good; or (4) excellent. Table 4 presents the findings. Of the four employment options, sheltered employment services were rated as most adequate (mean of 2.98) and regular jobs in the community were rated as least adequate (mean of 2.07).

Table 4. Adequacy of Employment Settings

Item	Inadequate	Fair	Good	Excellent	Mean
Regular job in the community (41)	14 (34.1%)	14 (34.1%)	9 (22.0%)	4 (9.8%)	2.07
Community Employment with paid support (54)*	15 (27.8%)	17 (31.5%)	11 (20.4%)	11 (20.4%)	2.33
Sheltered Employment (60)*	6 (10.0%)	8 (13.3%)	27 (45.0%)	19 (31.7%)	2.98
Non-employment situation (47)*	12 (25.5%)	17 (36.2%)	13 (27.7%)	5 (10.6%)	2.23
*Scale: 1=Inadequate….4=Excellent *Total number responding*					

Figure 3 reflects respondents rating of the opportunities for regular or supportive employment for people with disabilities in their community. The rating was on a four-point scale (1=Inadequate...4= Excellent). Opportunity for employment in the community was seen as *fair* to *inadequate* by over 50% of those who responded to the question.

Figure 3. Regular or Supported Employment Opportunities

Rating	Percentage (Count)
Excellent	19.3% (11)
Good	26.3% (15)
Fair	22.8% (13)
Inadequate	31.6% (18)
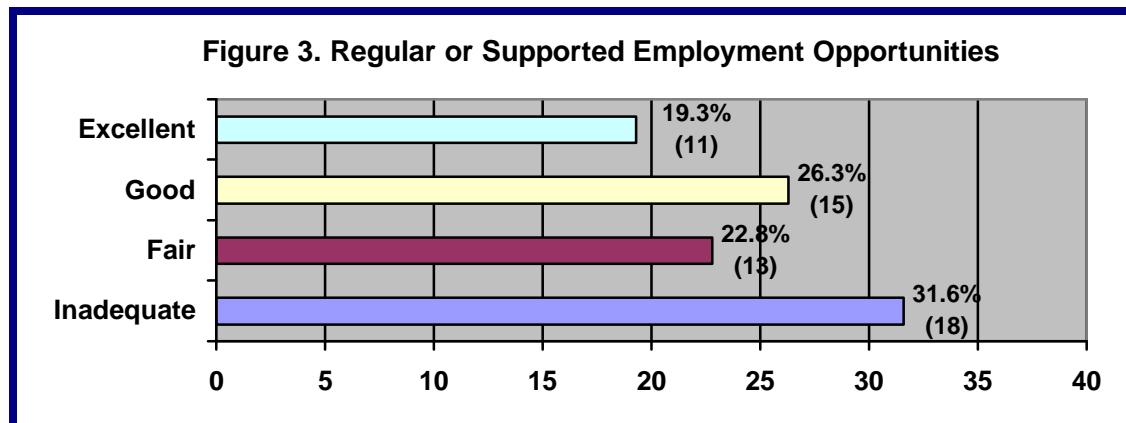
Employment Focus Group Discussion In Region X:

Focus group participants from Region Ten were asked to discuss the issues they have with employment, including: 1.) the problems and challenges they have experienced in getting employment, and 2.) the help and support they need to gain employment. Issues concerning employment are below in detail.

Employment Problems and Challenges:

The focus group participants in the Region X Council on Developmental Disabilities area discussed the problems they have experienced related to employment. The top theme for the participants was related to employer perceptions, attitudes, and lack of understanding.

Figure 4. Employment Challenges/Problems Region X Central

Frequency:
- Employer perceptions, attitudes, and lack of understanding: 13
- Few or no job opportunities: 8
- Lack of access to transportation issues: 7
- Lack of community awareness, understanding, and support: 7
- Mismatch with person's vocational interests or abilities/skills: 7

Illustrative comments related to employment challenges are provided in detail in the section below. Top themes related to employment are provided in detail in Figure 4.

Employer Perceptions, Attitudes, Lack of Understanding (13 comments):

One persistent challenge for people with disabilities and their families with employment is that *a lot of times employers find a reason or excuse to not*

4

hire a person with a disability. Sometimes *they look at you differently when you have a disability.* Family members were concerned because their family members *don't accept not getting a job and they were never called back.* Others were concerned about *how they were treated by co-workers.* Focus group members also explained that *training from local companies is rare, some of the employers are scared of the disabled people,* and *prejudice keeps employers thinking the disabled persons can't be trained.* One focus group participant had a problem with *attitude towards someone with a speech impairment – I've needed help with application and have been turned down for help.*

Few or No Job Opportunities (8 comments):

Few or no job opportunities was also commented on by the focus group participants in Region X. One participant explained *I lost my job and it is hard to find one.* One recommendation was to *have more spreading out of jobs, like crew work in the community.* Another comment was that *there is not a lot of employment in small towns.* One person explained *since sheltered workshop closed there are no jobs. The clients have not received others jobs.*

**Figure 5.
Employment Help/Support
Region X Central**

- ☐ Transportation supports.
- ☐ Sheltered workshop employment.
- ☐ Persons receiving job planning assistance through state agencies.
- ☐ Community employment with paid supports.

33%
28%
22%
17%
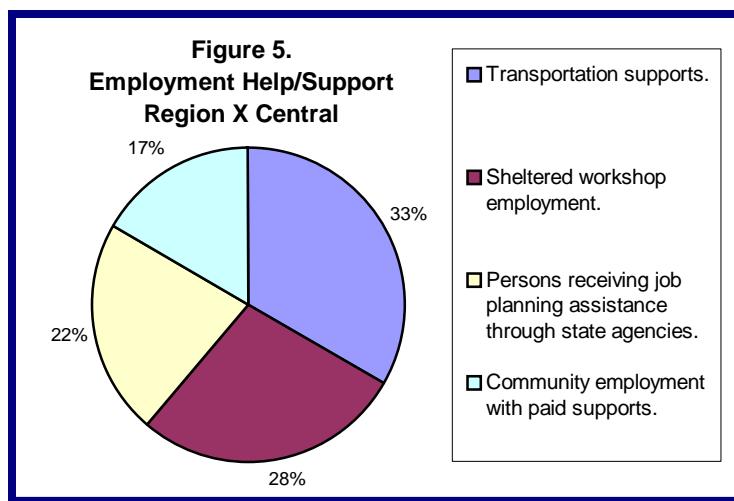
Employment Help and Supports:

Focus group participants in the Region X area also discussed the types of help and support they have received for employment. The top two areas of interest were with *transportation supports* (6 comments) and *sheltered workshop employment* (5 comments). Illustrative comments are included in detail in the section below. The related themes are provided in detail in Figure 5.

Transportation Supports (6 comments):

Some of the focus group participants commented on the help they or their family member received with transportation supports. Each comment pertained to Workshops or Sheltered Employment such as *transportation is provided free to sheltered workshop employees* and *has no trouble – workshop provides transportation.* Additional comments included *Workshop provides transportation* and *workshop picks up.*

Sheltered Workshop Employment (5 comments):

Focus group participants commented on their experience with sheltered workshop employment. One person shared *I needed a job desperately and the workshop helped when I couldn't get a job.* Another added *I want to work and got tested at Semour and that's the place I should work. I got nervous in the community. The workshop would be the best place for me.*

RESIDENTIAL SETTING ISSUES

The next section examined was residential settings. The respondents were asked to identify where people with disabilities in their community were most likely to live: (1) a place of their own; (2) at home with family and friends; (3) group home; or (4) large segregated facilities. The majority (35.2%) noted that most were likely to live at home with family or friends. People with disabilities were least likely (13.0%) to live in large segregated facilities. Only 18.5% noted that people with disabilities live in a place of their own. (See Table 5.)

Table 5. Most and Least Likely Place to Live

Item	Place of their own	At home with family/friends	Group home	Large segregated facilities
Where most likely to live	10 (18.5%)	19 (35.2%)	18 (33.3%)	7 (13.0%)
Where least likely to live	32 (60.4%)	2 (3.8%)	5 (9.4%)	14 (26.4%)

The availability of residential settings was assessed on a four-point scale: (1=Not Available…4=Very Available). Of those who rated the availability of a *place of their own* (59), 30.5% responded as *not available*, while 45.8% indicated that they were *somewhat available*. The most available residential setting was *at home with family/friends* (mean 2.85), with *group homes* being the next most available (mean 2.74). (See Table 6.)

Table 6. Availability of Housing/Living Settings

Item	Not available	Somewhat available	Most available	Very available	Mean
Place of their own (59)*	18 (30.5%)	27 (45.8%)	7 (11.9%)	7 (11.9%)	2.05
At home with family/friends (55)*	5 (9.1%)	12 (21.8%)	24 (43.6%)	14 (25.5%)	2.85
Group home (54)*	5 (9.3%)	16 (29.6%)	21 (38.9%)	12 (22.2%)	2.74
Large segregated facilities (49)*	18 (36.7%)	16 (32.7%)	6 (12.2%)	9 (18.4%)	2.12
*Mean: 1=Not available…4=Very available *Total number responding*					

Figure 6 shows how respondents rated the opportunities for community-based housing/living options. The rating was on a four-point scale (1=Inadequate… 4= Excellent). Opportunity for community-based housing/living was rated as

Figure 6. Community-Based Housing/Living Opportunities

Rating	Value
Excellent	17.2% (10)
Good	25.9% (15)
Fair	36.2% (21)
Inadequate	20.7% (12)

fair (36.2%), or *inadequate* (20.7%) by nearly 60% of the respondents.
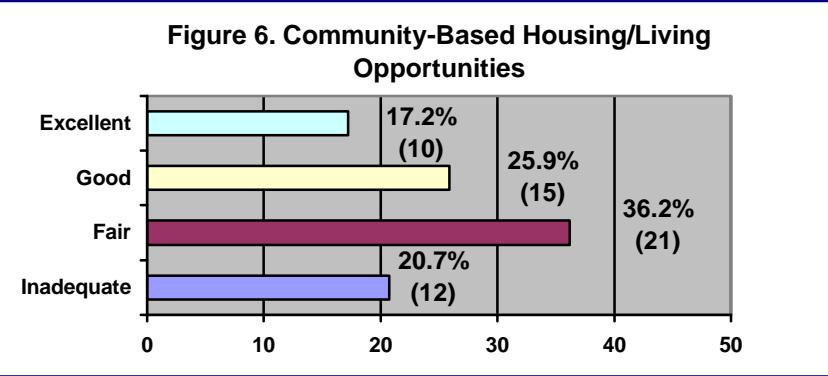
Housing Focus Group Discussion In Region X:

The focus groups in Region X discussed issues related to housing such as 1.) Problems and challenges experienced in finding a place to live; and 2.) Helps and supports received for housing. Housing related issues discussed in the focus groups in Region X are presented below.

Housing Problems and Challenges:

Many of the focus group participants had experienced problems and challenges trying to obtain housing. Two themes from the focus group participants related to the *lack of accessible, affordable, and safe housing in the community* and that the *parents/families desire to not have their son or daughter live on their own in the community*. Illustrative comments related to the top themes in problems and challenges are provided in detail below. Housing themes are presented in detail in Figure 7.

Figure 7. Housing Problems/Challenges - Region X Central

Theme	Frequency
Lack of accessible, affordable, safe housing in the community.	10
Parents/families desire to not have their son or daughter live on their own in the community.	6
Impact of community & housing industry perceptions about persons with DD on availability of housing.	4
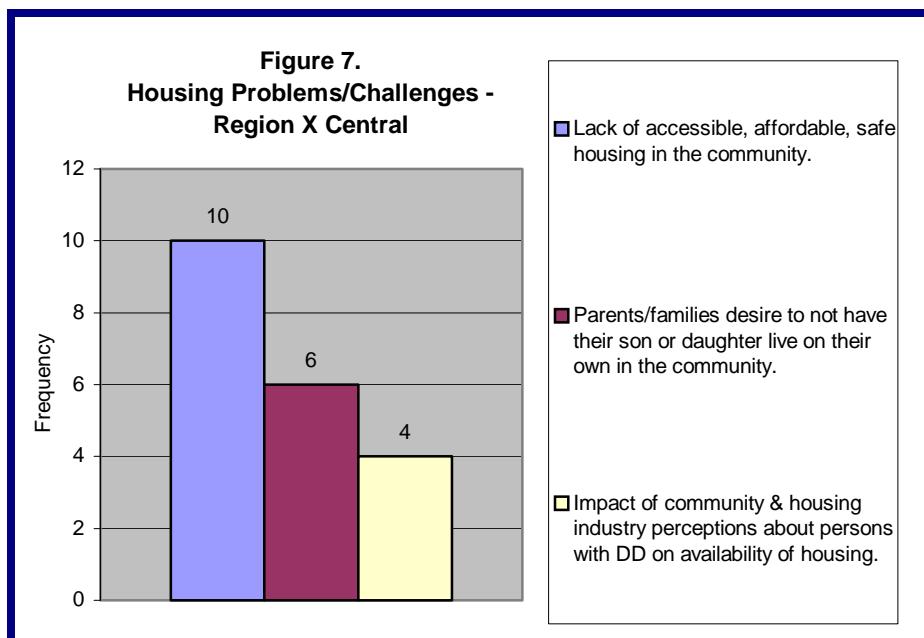
Lack of Accessible, Affordable, and Safe Housing (10 comments):

Focus group participants made several comments about the lack of accessible and affordable housing for individuals with disabilities such as *housing is very limited, I have a hard time finding a place to live,* and *the houses are not wheelchair accessible, the apartments aren't good for a scooter and I can't get into the bathroom or bedroom.* Additional comments included: *The bathroom doors face the wrong way; the houses aren't remodeled;* and there is *not enough housing for the different level of disabilities and levels of support.* One person noted that *landlords do not keep housing up.*

Parents/families desire to not have their son or daughter live on their own in the community (6 comments):

Parents and families seemed to worry about their son or daughter living on their own in the community. Focus group participants shared comments about this topic such as *it's hard for my dad, I miss my dad, my daddy didn't want me to go at all,* and it was *hard when my parents got a divorce.* One participant felt like their parent/family *baby me too much at home.* Another added *I need to grow up.*

Housing Support and Help:

Supports and help that people have experienced for housing were also discussed in focus groups in Region X. One support discussed related to *public programs, resources, and organizations that help with housing* (6 comments). Some illustrative comments related to housing support in Region X are provided in detail below. The housing support themes are presented in Figure 8.

Figure 8.
Housing Help/Support - Region X Central

Legend:
- Public programs, resources, and organizations that help with housing (i.e. HUD programs).
- Persons living in their own home in the community with generic or paid supports.
- Persons living with family.
- Community organizations, neighbors, businesses, banks, etc. that have provided housing supports.
- Support from family with planning community housing options.
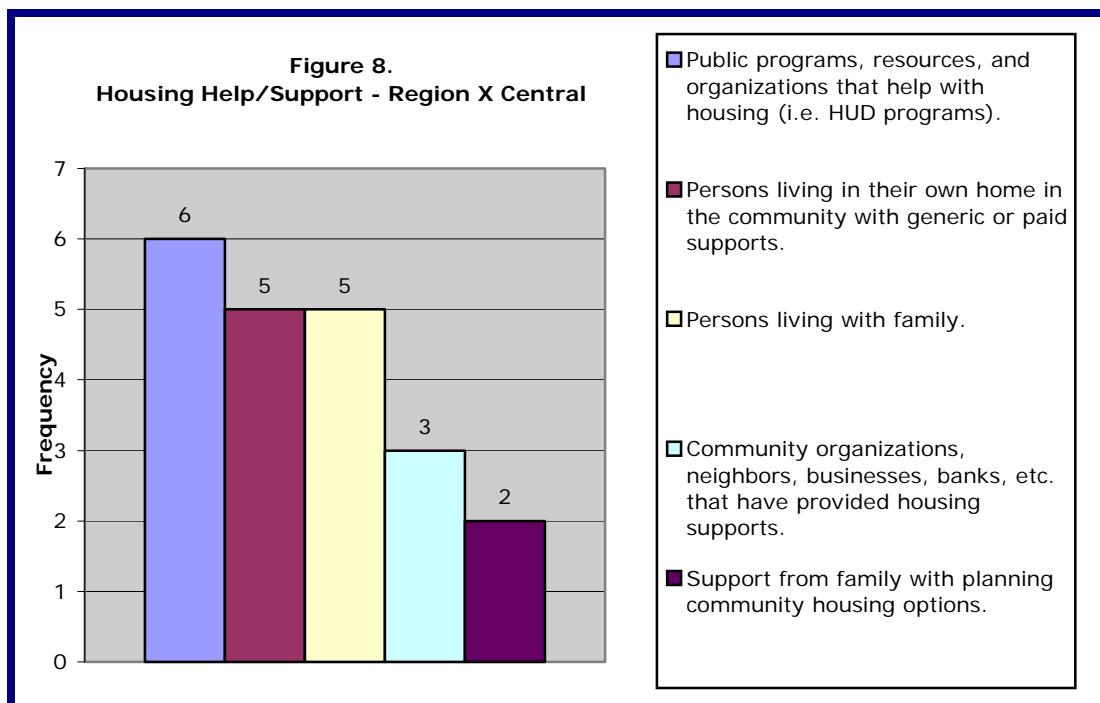
Public programs, resources, and organizations that help with housing (6 comments):

The comments made by focus group participants in Region X about public programs, resources, and organizations that help with housing included:

- *Relatives, friends, word of mouth, newspaper ads, Chamber of Commerce, police station, radio, Community Action Agency*
- *The workshop made it possible to find decent housing*
- *We are trying to get our adoption subsidy to be extended until our son is 23 years old to help pay for housing/placement*
- *The Moniteau County SB40 Board has a steering committee that is looking into building a new group home*
- *Case Managers from CMRC have been very helpful with giving us information*
- *People in the community need to be more aware of what the Senate Bill 40 Board does, it's purpose*

TRANSPORTATION ISSUES

The next area that was discussed on the survey was transportation issues. Four types of transportation were examined: (1) special transportation; (2) public transportation; (3) family and friends; and (4) self-transportation. Very few noted that people with disabilities in their community were likely to use self-transportation (7.7%). Most respondents reported that the most likely use was family and friends (44.0%). (See Table 7.)

Table 7. Most and Least Likely Transportation Choice

Item	Special Transportation	Public Transportation	Family and Friends	Self-transportation
How do people get around	15 (30.0%)	9 (18.0%)	22 (44.0%)	4 (8.0%)
Least likely	28 (57.1%)	6 (12.2%)	2 (4.1%)	13 (26.5%)

The adequacy of transportation options was assessed on a four-point scale (1=Inadequate… 4=Excellent). All four options were rated as *fair* or a little above *fair* by the respondents. Of those rating *special transportation*, over 50% rated it as *inadequate*. Of those who rated *public transportation*, over 65% felt it was either *inadequate* or *fair*. While *self transportation* received an overall rating of *fair* to *good*, 44.4% rated it as *inadequate* and 24.4% rated it as *excellent.* Table 8 presents the findings.

Table 8. Adequacy of Transportation

Item	Inadequate	Fair	Good	Excellent	Mean
Special transportation (50)*	24 (48.0%)	9 (18.0%)	9 (18.0%)	8 (16.0%)	2.02
Public transportation (57)*	21 (36.8%)	15 (26.3%)	12 (21.1%)	9 (15.8%)	2.16
Family and friends transportation (57)*	10 (17.5%)	20 (35.1%)	16 (28.1%)	11 (19.3%)	2.49
Self transportation (45)*	20 (44.4%)	8 (17.8%)	6 (13.3%)	11 (24.4%)	2.18
*1=Inadequate…4=Excellent *Total number responding*					

Figure 9 shows how respondents rated community-based transportation opportunities for people with disabilities. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based transportation was rated as *fair* (39.7%) or *inadequate* (29.3%) by over 65% of the respondents.
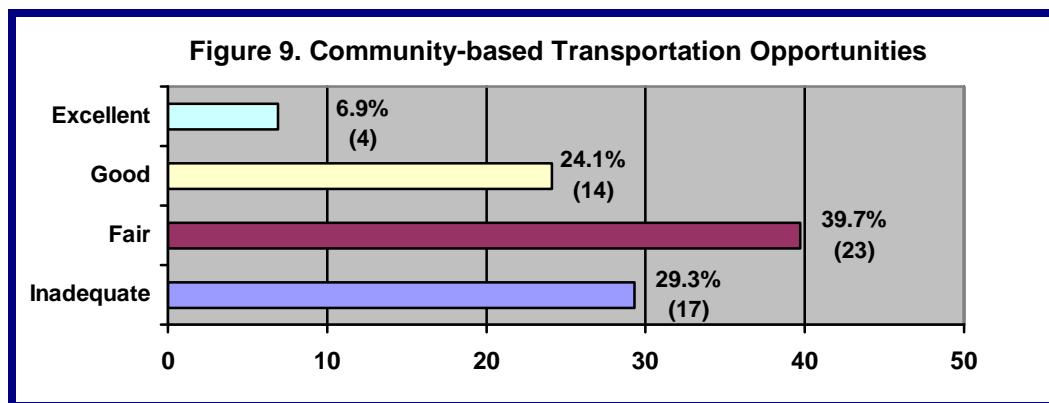
Figure 9. Community-based Transportation Opportunities

Transportation Focus Group Discussion in Region X:

Focus group participants in Region X discussed issues related to transportation including 1.) Problems and challenges, and 2.) Help and support received for transportation. Discussion of transportation issues as it relates to the focus groups conducted in Region X is provided in detail below.

Transportation Challenges/Problems:

Focus group participants discussed some of the challenges and problems they have experienced in trying to obtain transportation. One common theme among focus groups was related to *availability and transportation options* (19 comments). Illustrative comments are provided in detail below and presented in Figure 10.

Figure 10.
Transportation Challenges/Problems -
Region X Central

Bar chart showing Frequency (y-axis, 0 to 20):
- Availability and transportation options, especially in rural areas: 19
- Cost to meet transportation needs: 4
- Reliable, consistent transportation services (e.g. arrive on time): 3
- Limited transportation schedules: 2
- Limited routes to fully access community, especially in rural areas: 2

Legend:
- Availability and transportation options, especially in rural areas.
- Cost to meet transportation needs.
- Reliable, consistent transportation services (e.g. arrive on time).
- Limited transportation schedules.
- Limited routes to fully access community, especially in rural areas.

Availability and Transportation Options (19 comments):

Several focus group participants discussed the lack of availability of transportation and options and *lack of resources* as it related to the Region X areas. Several focus group participants voiced their concern that *there is no public transportation beyond two small buses that are seriously under funded* and that this is *more of a barrier than any other issue.* One big issue was related to work as participants explained *you can get a job but you can't get a ride* and there is *no public transportation after 5:00 pm. no taxi after 5:00 pm or weekends.* On this same note, a parent added *There is no transportation! I take her to work - There is no public transportation.* Also, because of a lack of transportation, family members have to provide this. Some comments explaining this were: *Family members help take to doctor Apt, No public Transportation; Sister Provides Transportation, No public transportation;* and *Out-of-town doctors/problem Have to find own way w/Medicaid cuts. Now relies on parents/they are in 80's.* One person said they *walk a lot* while others explained *we live in the center of town so we can roll in our power chairs to where we want to go - We are a half-hour from downtown or the mall.*

Transportation Help and Support:

Focus group participants in Region X discussed the types of help and support they had received for transportation. The most common type of support was *various public transportation providers or collaborations* (6 comments). Illustrative comments are provided below. The common themes are presented in Figure 11.

**Figure 11.
Transportation Help/Support -
Region X Central**

Legend:
- Various public transportation providers or collaborations.
- Family provides transportation supports.
- Transportation provided by service provider staff.
- Transportation resources offered through community agencies and organizations.
- Volunteers to assist with transportation.
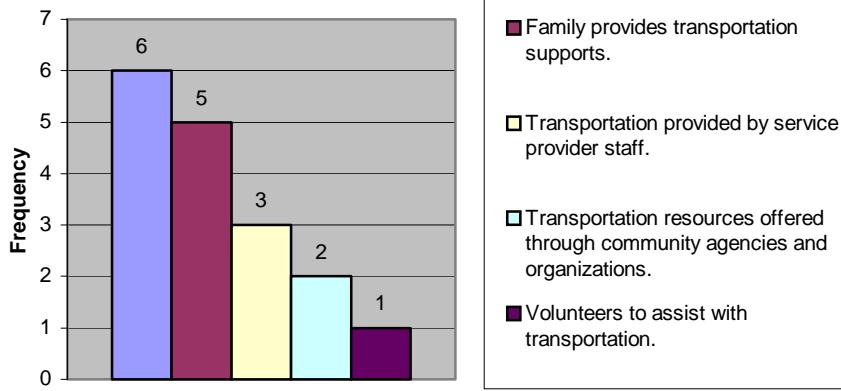
Various Public Transportation Providers or Collaborations (6 comments):

Some areas in Region X offer public transportation providers. There are also different kinds of collaborations between different organizations, transportation providers, and parents to ensure appropriate transportation is available. Transportation options that were noted were *Oats, some SIL, some medical transportation and transportation to sheltered workshop.* One person noted that *the public bus is wheelchair accessible.* One person shared *We have public transportation in the community called SERVE. Staff provides transportation for recreation and doctor's appointments. Our program provides transportation to various places if they know ahead of time.* Also, one person said they *can access non-emergency Medical Transportation and there is a copay now.*

CHILDCARE ISSUES

Respondents were asked to identify the childcare option used most and least in their community by families who have a child with a disability. The childcare options given in the survey included: (1) regular childcare; (2) segregated or special childcare; and (3) family or friends. Most noted that *family or friends* were the *most likely* choice for childcare (65.0%). Over 50% saw *regular childcare* as the *least likely choice*. (See Table 9.)

Table 9. Most and Least Likely Child Care Choice

Item	Regular childcare	Segregated or special childcare	Family or friends
Most likely childcare	7 (17.5%)	7 (17.5%)	26 (65.0%)
Least likely childcare	20 (52.6%)	17 (44.7%)	1 (2.6%)

The adequacy of childcare options was assessed on a four-point scale (1=Inadequate… 4=Excellent). The lowest rating was for *segregated childcare*, which received a mean rating of 1.76. Over half of the respondents rating this option rated this setting as *inadequate*. The highest rating was for *family childcare* (mean of 3.00). Over two-thirds of those rating this option rated this type of childcare as *good* or *excellent*.

Table 10. Adequacy of Child Care

Item	Inadequate	Fair	Good	Excellent	Mean
Regular childcare (37)*	17 (45.9%)	3 (8.1%)	15 (40.5%)	2 (5.4%)	2.05
Segregated childcare (38)*	21 (55.3%)	9 (23.7%)	4 (10.5%)	4 (10.5%)	1.76
Family childcare (39)*	1 (2.6%)	11 (28.2%)	14 (35.9%)	13 (33.3%)	3.00
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 12 reflects how respondents rated the opportunities for community-based childcare for families with a child who has a disability. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based childcare for children with disabilities was rated as *inadequate* by 47.4% of the respondents, and *good* by 13.2%.
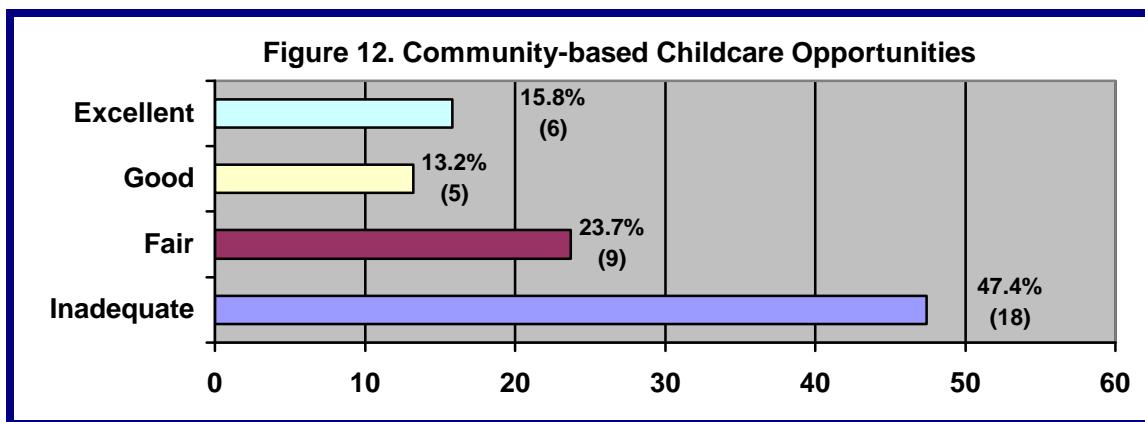
Figure 12. Community-based Childcare Opportunities

Childcare Focus Group Discussion in Region X:

Focus group participants discussed the problems and challenges they have experienced in trying to obtain childcare for their child with a disability. In addition, the focus groups also examined the types of childcare helps and supports available. This section presents the findings from focus groups in the Region X service area in detail.

Childcare Problems:

Participants in the focus groups conducted in Region X discussed the challenges and problems they experienced in trying to obtain childcare. One common theme that emerged from the focus groups was that there are *few or no options for childcare* (4 comments). Common themes from focus groups conducted in Region X about childcare problems from the focus groups is shown in Figure 13 and presented in detail below.

**Figure 13.
Childcare Problems -
Region X Central**

- Few or no options for childcare.
- Systems requirements may limit childcare services.
- Excessive costs for childcare.
- Lack of providers, or sitters with specialized skills to support kids with a disability.
- Lack of family/friends to provide childcare.

(Bar chart — Frequency: Few or no options = 4, Systems requirements = 3, Excessive costs = 3, Lack of providers = 3, Lack of family/friends = 2)
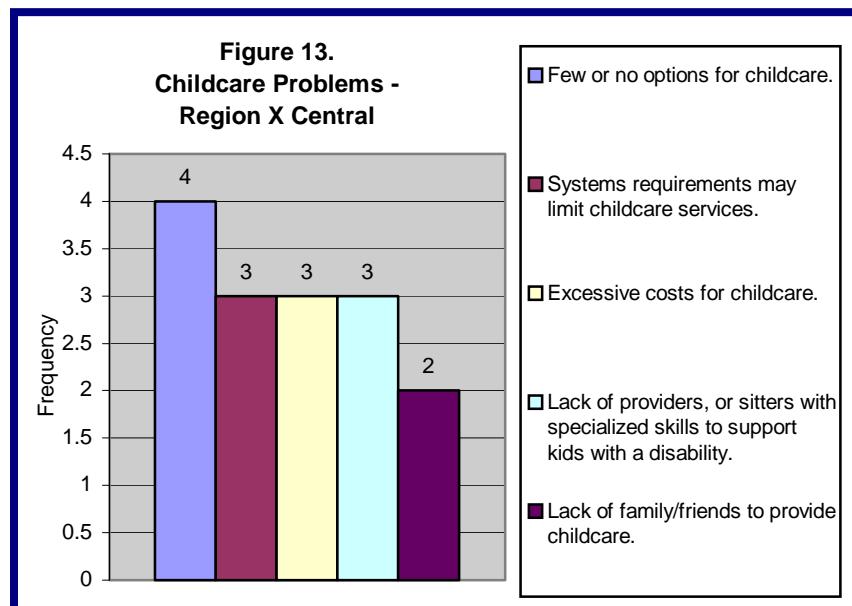
Few or No Options for Childcare (4 comments):

Focus group participants felt there were few or no options for childcare for their child or children with disabilities. As two participants explained, there is *no special childcare available* and *"Problematic" kids are not served.* One participant commented, it is *very difficult to find daycare.* Another said *back to no child care, no job.*

Childcare Help and Support:

The types of childcare helps and supports that people in Region X have received were also discussed in focus groups conducted throughout the area. Some of the things people found to be helpful were:

- Help from family and friends
- Help only from family and friends
- Family support is important
- Family, friends
- I know of one accessible childcare center.
- Easter Seals day care is an inclusive day care.
- We go to Camp Wonderland.

14

EARLY INTERVENTION SERVICE ISSUES

The next section of the survey examined issues related to early intervention programs or services. The programs that the survey focused on were: (1) First Steps; (2) special needs pre-school; (3) Head Start; (4) regular pre-school; and (5) therapies. *First Steps* was indicated as the *most likely* to be used by 38.5% of the survey respondents. *Special needs pre-school* was identified as *least likely* to be used by 35.0% of the respondents.

Table 11. Most and Least Likely Early Intervention Service Choices

Item	First Steps	Special needs pre-school	Head Start	Regular pre-school	Therapies
Child services	15 (38.5%)	4 (10.3%)	10 (25.6%)	3 (7.7%)	7 (17.9%)
Child services least likely	4 (10.0%)	14 (35.0%)	5 (12.5%)	11 (27.5%)	6 (15.0%)

The adequacy of early intervention services was rated on a four-point scale (1=Inadequate…4=Excellent). *Head Start* received the highest mean rating (2.85). Table 12 presents the data.

Table 12. Adequacy of Early Intervention Services

Item	Inadequate	Fair	Good	Excellent	Mean
First steps/infant-toddler programs (41)*	9 (22.0%)	13 (31.7%)	13 (31.7%)	6 (14.6%)	2.39
Special needs pre-school (36)*	17 (47.2%)	8 (22.2%)	6 (16.7%)	5 (13.9%)	1.97
Head Start (39)*	4 (10.3%)	11 (28.2%)	11 (28.2%)	13 (33.3%)	2.85
Regular pre-school other than Head Start (41)*	14 (34.1%)	9 (22.0%)	10 (24.4%)	8 (19.5%)	2.29
Therapies (39)*	9 (23.1%)	10 (25.6%)	10 (25.6%)	10 (25.6%)	2.54
Scale: 1=Inadequate…4=Excellent *Total number responding					

Figure 14 shows how respondents rated the availability of early intervention services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). 70% of the respondents saw early intervention services as *mostly available* or *somewhat available*.

Figure 14. Early Intervention Opportunities

Category	Value
Very Available	12.5% (5)
Mostly Available	30.0% (12)
Somewhat Available	40.0% (16)
Not Available	17.5% (7)

(Horizontal axis: 0, 10, 20, 30, 40, 50)
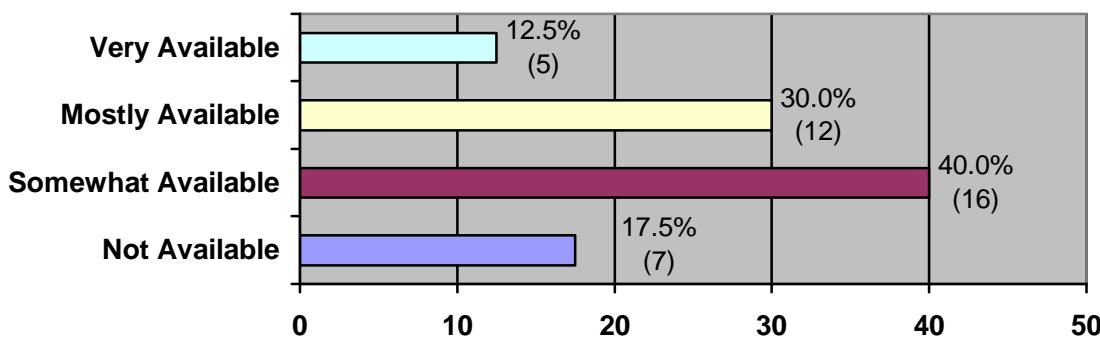
Early Intervention Focus Group Discussion in Region X:

Focus group participants in the Region X service area discussed the ways that early intervention services and supports had helped to enhance potential. Early intervention and related issues are presented in detail below.

Early Intervention Services and Supports:

Focus group participants are getting early intervention services and supports from a variety of different entities. One common source for early intervention is through *community resources such as churches, and civic organizations that support early intervention* (8 comments). Common themes from focus groups conducted in Region X about early intervention from the focus groups is shown in Figure 15 and presented in detail below.

**Figure 15.
Early Intervention Service/Supports -
Region X Central**

Frequency values (bars): 8, 4, 3, 3

Legend:
- Other community resources (e.g. churches, civic organizations) supporting early intervention services.
- Head Start assisted in preparing child for school.
- First Steps program and other infant/toddler programs provided early intervention supports.
- Parents as Teachers program offered supports for the child and family.
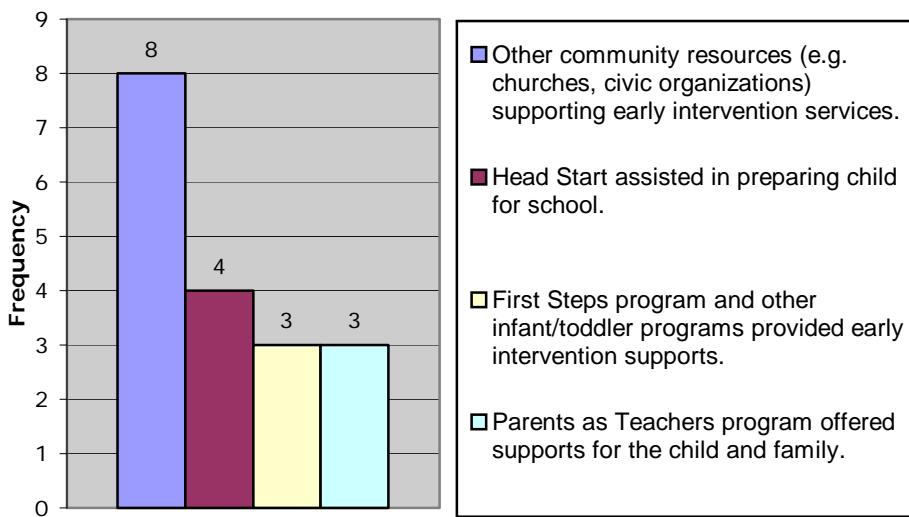
Other Community Resources (8 comments):

Focus group participants have found early intervention services and supports through community organizations and agencies. One focus group participant related *my child attended the School for the Deaf in Fulton*. Another example: *we have the Central Missouri Regional Center. Church programs* are another community resource for early intervention services.

EDUCATIONAL SERVICE ISSUES

The survey respondents were asked what type of school services were most and least likely to be used. The types of educational services were: (1) included in regular public school education; (2) special public school education; (3) state school education; and (4) private home education. Few used *private/home education* (4.2%). Respondents indicated that the most often used educational services were either *special public school education* (54.2%) or *included in regular public school education* (33.3%). (See Table 13.)

Table 13. Most and Least Likely Educational Services Choices

Item	Included in regular public school education	Special public school education	State school education	Private/home education
What types of educational programs most likely to use	16 (33.3%)	26 (54.2%)	4 (8.3%)	2 (4.2%)
What types of educational programs least likely to use	12 (25.5%)	2 (4.3%)	10 (21.3%)	23 (48.9%)

The adequacy of educational services was rated on a four-point scale (1=Inadequate… 4=Excellent). The highest rated educational type was *special public school education* (mean of 2.52). The lowest was *state school* (mean of 2.15). Table 14 presents the findings.

Table 14. Adequacy of School Services

Item	Inadequate	Fair	Good	Excellent	Mean
Included in regular public school education (54)*	13 (24.1%)	16 (29.6%)	12 (22.2%)	13 (24.1%)	2.46
Special public school education (50)*	10 (20.0%)	12 (24.0%)	20 (40.0%)	8 (16.0%)	2.52
State school (40)*	14 (35.0%)	13 (32.5%)	6 (15.0%)	7 (17.5%)	2.15
Private-home education (43)*	13 (30.2%)	14 (32.6%)	10 (23.3%)	6 (14.0%)	2.21
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Respondents were asked to rate the availability of (1) inclusive educational opportunities; (2) transition services; and (3) post-high school opportunities in their community. Figures 16-18 detail the results.

Figure 16 shows how respondents rated the availability of inclusive educational services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Inclusive educational opportunities* were seen as *somewhat available* by 46.2% of the respondents.
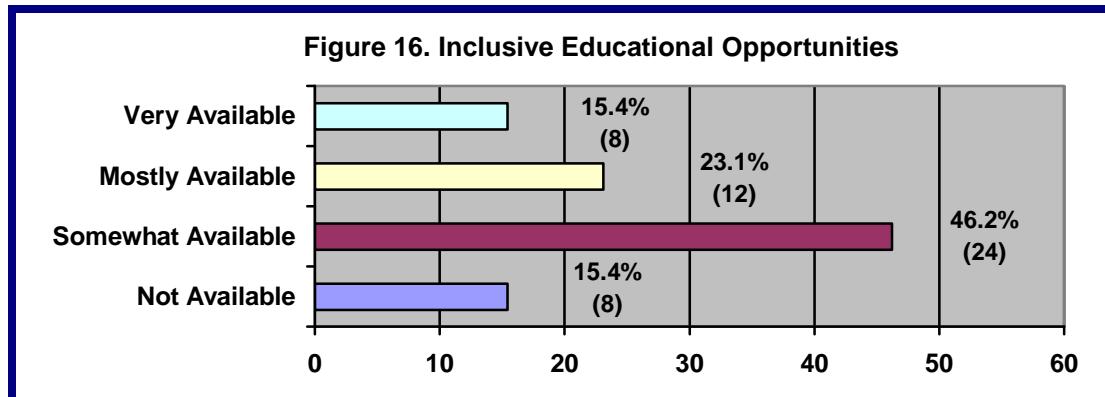
Figure 16. Inclusive Educational Opportunities

Rating	Percentage (count)
Very Available	15.4% (8)
Mostly Available	23.1% (12)
Somewhat Available	46.2% (24)
Not Available	15.4% (8)

Figure 17 shows how respondents rated the availability of transition services for people with disabilities from school to work in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). *Transition services* were seen as *somewhat available* by 50.0% of the respondents.

Figure 17. Availability of Transition Services from School to Work

Rating	Percentage (count)
Very Available	18.8% (9)
Mostly Available	16.7% (8)
Somewhat Available	50.0% (24)
Not Available	14.6% (7)
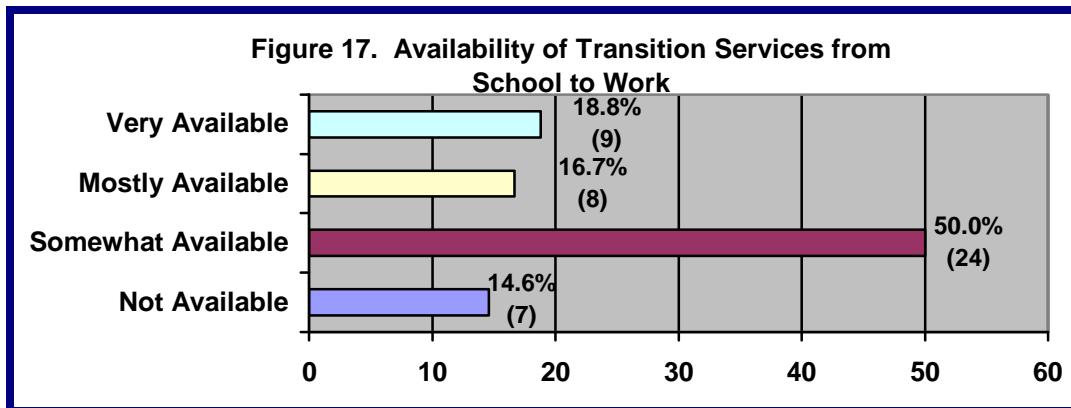
Figure 18 shows how respondents rated the availability of post-high school educational opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of post-high school educational opportunities was seen as *somewhat available* (37.5%) or *not available* (29.2%) by over 65% of the respondents.

Figure 18. Availability of Post-high School Educational Services

Very Available	12.5% (6)
Mostly Available	20.8% (10)
Somewhat Available	37.5% (18)
Not Available	29.2% (14)

0   10   20   30   40   50
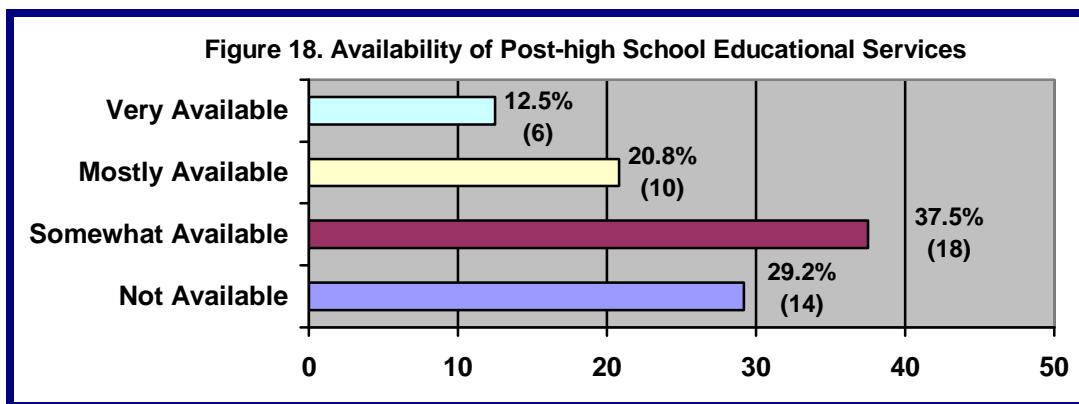
Education Focus Group Discussion in Region X:

Experiences with the educational system were discussed in focus groups conducted in Region X. Focus group participants shared 1.) the barriers and problems experienced with education, and 2.) the helps and supports received that helped maximize educational potential. Focus group discussions related to education are provided in detail below.

Educational Problems and Challenges:

Focus group participants in Region X discussed the types of challenges and problems they have experienced with the education system. One common theme discussed by the focus group participants was the *lack of quality, individualized supports that are minimizing student potential (13 comments).* Illustrative comments from the top common themes are provided in detail below. Themes related to challenges and problems in education are presented in Figure 19.

**Figure 19.
Education Challenges/Problems - Region X Central**

Frequency

13 — Lack of quality, individualized supports are minimizing student potential.

5 — Lack of resources limiting needed supports and services.

4 — School personnel misperceptions/ attitudes concerning learning capacity and support needs of students with DD.
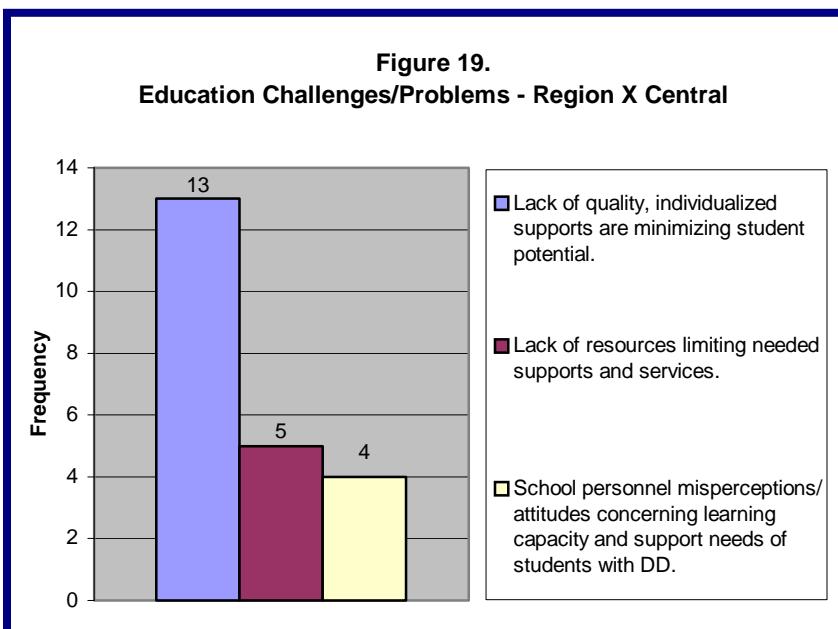
Lack of Quality, Individualized Supports (13 comments):

Several focus group participants commented on the lack of quality, individualized supports for educating individuals with disabilities. One parent stated that *No support is available from school in the classrooms. No aide, no assistive technology, no independent providers of therapy, no individualized supports. Students are put in potentially violent situations. "Maximize" no longer in statute.* Another added *the*

quality of educational supports is so poor. I know people who won't put their kids in the schools - they keep them at home. One grandparent had this to say: *When they pulled the aide from my grandson's school, we could see the behavior escalate. The schools only have to "try" to succeed. IDEA regs say the schools only have to try to offer support. No Child Left Behind says the school will be penalized.* Another participant added, *No Child Left Behind is a joke. Last year, a new diagnosis of ADHD; the teacher was a part of the problem. This year, new teacher, no problems. Parents feel talked down to.* Additional comments from focus group participants included: *I have a learning disability and in elementary school I had trouble reading - I did not get help; I went through special education in St. Louis county and my education was lacking - we were just kept; Education did not prepare me for independent life in the community; My parents asked the school to help me read and they wouldn't do it;* and, *They didn't think about our futures, they just passed us through the system. I felt like the school was our babysitter.* One additional comment made by a focus group member was this: *Paras know the kids the best, but aren't included in meetings, due to overtime pay or no pay at all to attend.*

Lack of resources limiting needed supports and services (5 comments):

The lack of resources limiting needed supports and services was another topic discussed in the focus groups. One focus group participant commented that *some schools provide parent training meetings for parents at 8 pm with no childcare.* Another added that they *need more teachers aides.* One person *would like to get more grants to help me pay for computer training.* Other comments were that there *have been budget cuts* and that they *need more grants set aside for education and adaptations for higher education.*

Educational Help and Supports:

Focus group participants also discussed the types of education help and support they had received. One common theme among the participants in the Region X focus groups had to do with *students/families satisfied with school services received.* Illustrative comments about education help and support are provided in detail below. Common themes are presented in Figure 20.

Figure 20.
Education Help/Support -
Region X Central

Legend:
- Students/families satisfied with school services received.
- Student supported to participate in special education.
- Peer mentoring examples that have proven successful for all students involved.
- Supports received from other agencies that assisted students, families, and school systems.
- Student received focused support from school.
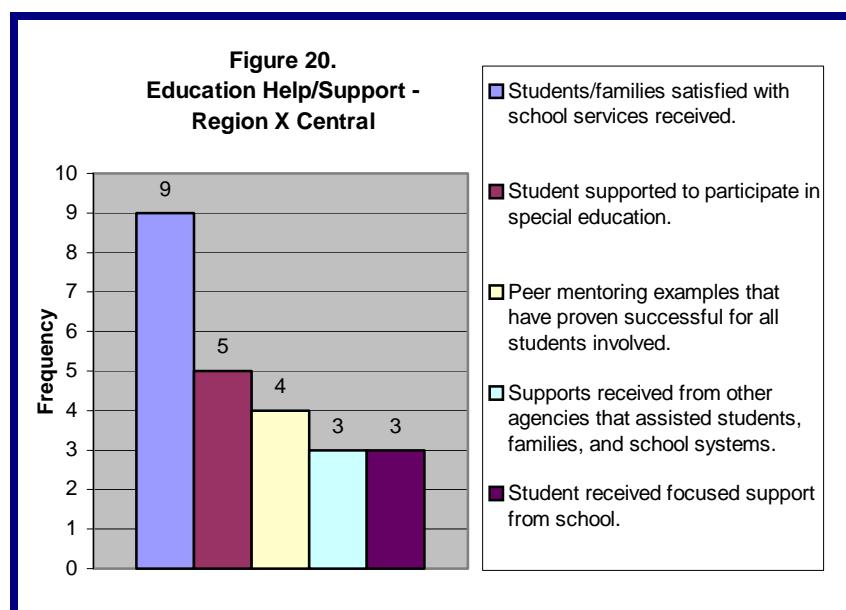
Students/families satisfied with school services received (9 comments):

Some of the students and families were satisfied with the school services they received and felt that *if you need help you get it*. One person felt as though they *had lots of supports in school* while another *liked school.* One participant said *I went to two different schools and I feel I got a good education.* Another shared *our building is pretty good, we have a smart board and they have OT, PT, Speech - Lots of equipment.*

Student Supported to Participate in Special Education (5 comments):

There were a few comments about *students supported to participate in special education.* One parent said *I think it depends on the type of disability. She was very lucky she got an aide and the aide gave an assembly on autism.* Another parents explained *She went to Special Ed, she did work in offices to help her with skills. She was in self-contained classes.* Additional comments from participants were *Schools supportive w/Special Ed and tutoring* and *Special ED kindergarten to 12th - Main streaming/good/Computers/motivation for reading.*

HEALTH CARE SERVICE ISSUES

Survey respondents were asked to identify where people with disabilities were most likely or least likely to go to get health care services in their community. Respondents were asked to select from the following types of health care services: (1) hospitals/emergency room; (2) doctor's office; (3) community health clinics; (4) residential health center; and (5) local health departments. The majority of the respondents indicated that people with disabilities received their health care at the *doctor's office* (61.1%). Few used *local health departments* (1.9%) or *residential health care centers* (3.7%). (See Table 15.)

Table 15. Most and Least Likely Health Care

Item	Hospitals/ Emergency room	Doctor's office	Community health clinics	Residential health care center	Local health departments
Where most likely to go for health care services	14 (25.9%)	33 (61.1%)	4 (7.4%)	2 (3.7%)	1 (1.9%)
Least likely to go	5 (9.4%)	6 (11.3%)	8 (15.1%)	21 (39.6%)	13 (24.5%)

The adequacy of health care services was assessed on a four-point scale (1=Inadequate… 4=Excellent). *Hospitals/emergency rooms* were rated by over 55% of the respondents as *inadequate* (24.1%) or *fair* (34.5%). *Doctor's offices* were rated as *inadequate* (20.3%) or *fair* (28.8%) by nearly 50% of the respondents. *Residential health care center* received the highest mean rating (2.60) and *Hospitals/emergency rooms* received the lowest mean rating (2.24).

Table 16. Adequacy and Availability of Health Care Services

Item	Inadequate	Fair	Good	Excellent	Mean
Hospitals/emergency room (58)	14 (24.1%)	20 (34.5%)	20 (34.5%)	4 (6.9%)	2.24
Doctor's office (59)*	12 (20.3%)	17 (28.8%)	25 (42.4%)	5 (8.5%)	2.39
Community health clinics (55)*	10 (18.2%)	22 (40.0%)	12 (21.8%)	11 (20.0%)	2.44
Residential health care center (47)*	7 (14.9%)	19 (40.4%)	7 (14.9%)	14 (29.8%)	2.60
Local health department (52)*	12 (23.1%)	17 (32.7%)	8 (15.4%)	15 (28.8%)	2.50
Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 21 shows how respondents rated the availability of health care services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of health care services was rated as *somewhat available* (31.0%) or *not available* (27.6%) by almost 60% of the respondents.
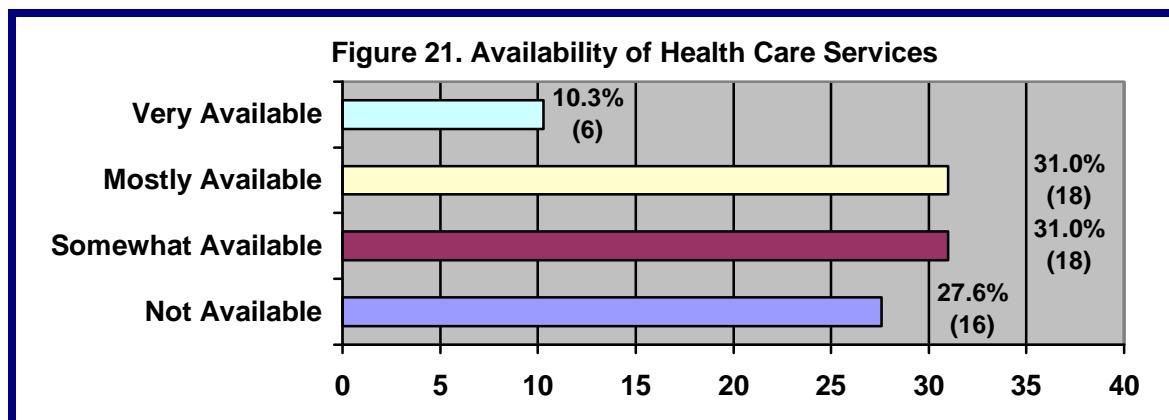
Figure 21. Availability of Health Care Services

Figure 22 reflects how respondents rated the availability of dental services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of dental services was rated as *somewhat available* (35.9%), or *not available* (28.2%) by nearly 65% of the respondents.

Figure 22. Availability of Dental Services

Very Available	17.9% (7)
Mostly Available	17.9% (7)
Somewhat Available	35.9% (14)
Not Available	28.2% (11)

(Horizontal axis: 0, 5, 10, 15, 20, 25, 30, 35, 40)
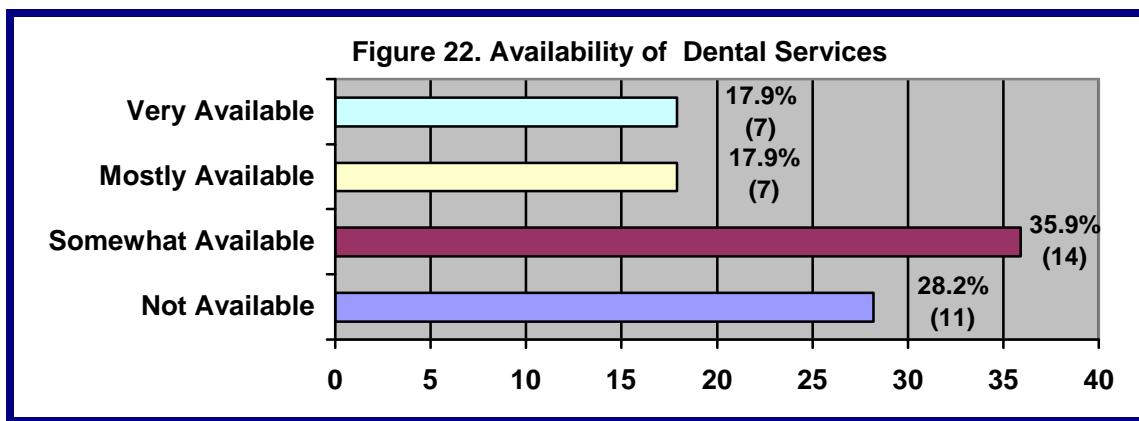
Healthcare Focus Group Discussion for Region X:

Issues relating to healthcare for individuals with disabilities were discussed in the focus groups conducted throughout the Region X service area. Focus group participants related the challenges and problems they had experienced trying to obtain healthcare. The types of healthcare help and support available were also discussed. Focus group discussion of healthcare related issues is presented in detail below.

Healthcare Challenges and Problems:

Healthcare challenges and problems that focus group participants had experienced in the Region X service area were discussed. One common theme to emerge from the focus groups conducted in the Region X area was with *public health insurance program issues that impact persons with DD* (15 comments). Illustrative comments related to the top common healthcare problems are provided below. The common themes are presented in Figure 23.

Figure 23.
Healthcare Challenges/Problems - Region X Central

(Bar chart values: 15, 12, 9, 2; Y-axis: Frequency, 0–16)

Legend:
- Public health insurance program (e.g., Medicaid) issues that impact persons with DD.
- Lack of dental services in proximity to the community.
- Lack of medical resources close to the community.
- Lack of affordable private insurance and increasing coverage stipulations/requirements.
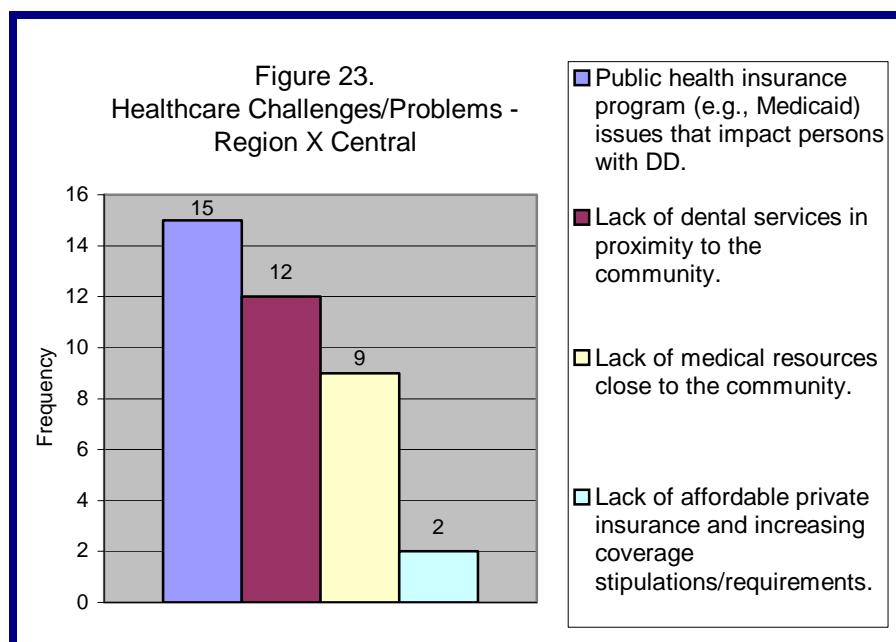
Public Insurance Issues Impact (15 comments):

Several public insurance issues impact individuals with developmental disabilities. For example, there is concern over *Medicaid spend downs, Medicaid cuts are felt.* Another added *the Medicaid cuts hurt.* For example, *with Medicaid changes, they don't cover dentures and dental care*. People can *no longer get glasses fixed because of the Medicaid changes*. Some people *have to use Dollar General glasses because of the changes in Medicaid.*

Lack of Dental Services in the Community (12 comments):

There is a lack of dental services in the community. One focus group participant provided the example that you have to go to Columbia to receive dental services. Travel to find a dentist is necessary for other individuals as well. Sometimes *individuals have to travel two or three hours*. Another added*, I can't go to the dentist, and I can't find a dentist. I have to go to Kansas City to get dental care.*

Lack of Medical Resources in the Community (9 comments):

Medical resources close to the community are also lacking. In one community for example, *routine checkups are not possible for medication levels* because the services don't exist. Another focus group participant added that there are no hospitals in their area. *The closest hospital is in Clinton.* Another family drives *to Springfield several times a month* for health care services.

Healthcare Help and Support:

Focus group participants discussed the types of healthcare supports and helps they have received. One common theme to emerge from the focus groups was that *doctors and other medical professionals* (6 comments) provide health care help and support. Some illustrative comments are provided below. The top common themes as relates to healthcare help and support are presented in Figure 24.

**Figure 24.
Healthcare Help/Support -
Region X Central**

Legend:
- Doctors and other medical professionals.
- Hospitals and clinics.
- No problem finding medical and/or dental care.
- DD Service Agencies assist with obtaining health services.
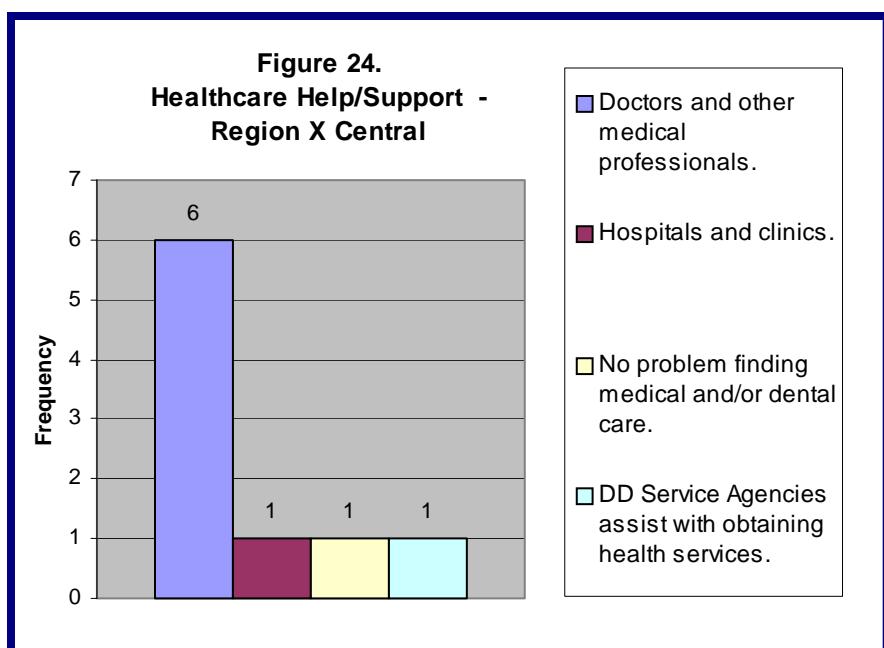
Doctors and Other Medical Professionals (6 comments):

Doctors and other medical professionals provide help and support for health care related matters. One focus group participant commented that in their area, *doctors still make house calls*. Others echoed this saying *our family doctor is helpful*. Another has had *very good care at the emergency room* [of local hospital]. Another helpful service has been medical clinics. *We might lose clinics with the cuts in Medicaid and we have had excellent care* [there].

RECREATIONAL/SOCIAL OPPORTUNITY ISSUES

The next part of the survey was related to recreational and social opportunities for people with disabilities in their community. There were three types of opportunities that were addressed: (1) regular community sponsored recreation and social activities/events; (2) accessible community sponsored recreation and social activities/events; and (3) special/ segregated recreation and social activities/events. Almost half of the respondents identified *special/segregated recreation and social activities/events* (46.0%) as being the most likely to be used while another 28.0% identified *regular community sponsored recreation and social activities* as the type most often used. The least likely to be used was *accessible community sponsored recreation and social activity* (26.0%). (See Table 17.)

Table 17. Most and Least Likely Recreational/Social Opportunities

Item	Regular community sponsored recreation and social activities	Accessible community sponsored recreation and social activity	Special/segregated recreation and social activities/events
What types of social activities most likely to use	14 (28.0%)	13 (26.0%)	23 (46.0%)
What types of social activities least likely to use	30 (65.2%)	3 (6.5%)	13 (28.3%)

The adequacy of the types of recreational and social opportunities was rated on a four-point scale (1=Inadequate … 4=Excellent). Of those rating *regular community sponsored* opportunities, almost 70% rated the opportunities as *fair* (20.0%), or *inadequate* (49.1%). *Accessible community sponsored opportunities* was rated as *fair* (35.2%) or *inadequate* (31.5%) by 66.7% of those who responded to the question. S*pecial/segregated* opportunities received the highest mean (2.27) of the three choices. (See Table 18.)

Table 18. Adequacy of Recreational/Social Opportunities

Item	Inadequate	Fair	Good	Excellent	Mean
Regular community sponsored (55)*	27 (49.1%)	11 (20.0%)	15 (27.3%)	2 (3.6%)	1.85
Accessible community sponsored (54)*	17 (31.5%)	19 (35.2%)	14 (25.9%)	4 (7.4%)	2.09
Special/segregated (52)*	10 (19.2%)	22 (42.3%)	16 (30.8%)	4 (7.7%)	2.27
Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 25 shows how respondents rated the availability of accessible recreation opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of accessible recreation opportunities in the community was rated as *somewhat available* (44.2%) or *not available* (23.1%) by over 65% of the respondents.
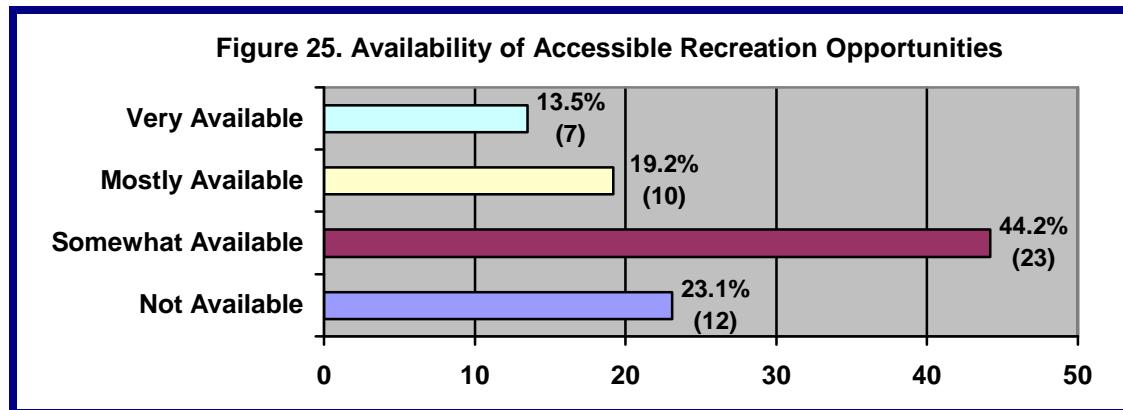
Figure 25. Availability of Accessible Recreation Opportunities

Rating	Percent (Count)
Very Available	13.5% (7)
Mostly Available	19.2% (10)
Somewhat Available	44.2% (23)
Not Available	23.1% (12)

Figure 26 reflects how respondents rated the availability of social opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of social opportunities in the community was rated as *somewhat available* (46.2%), and *not available* (26.9%), by over 73% of the respondents.

Figure 26. Availability of Social Opportunities in the Community

Rating	Percent (Count)
Very Available	5.8% (3)
Mostly Available	21.2% (11)
Somewhat Available	46.2% (24)
Not Available	26.9% (14)
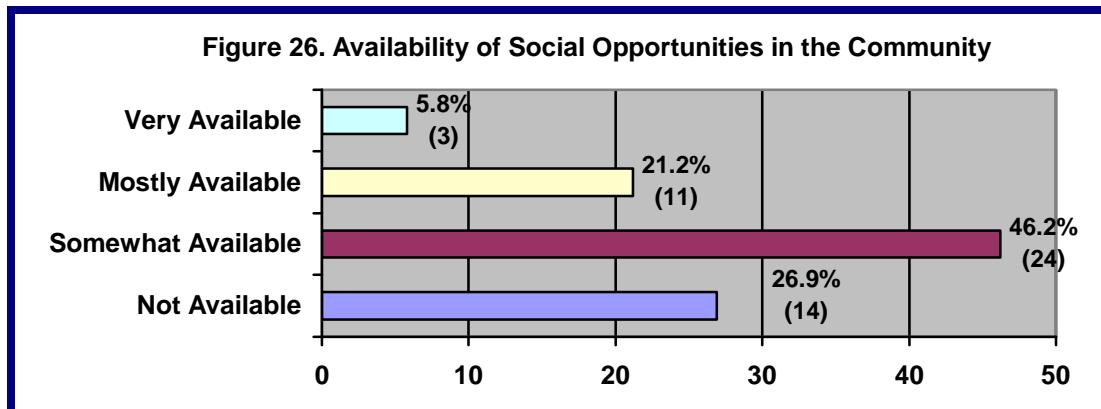
Recreation Focus Group Discussion in Region X:

Participants in focus groups conducted throughout the Region X area discussed the types of challenges and problems experienced in trying to participate in social and recreational opportunities. Focus group participants also discussed the types of social and recreational opportunities available to them in their respective communities. Detailed findings from the focus groups in Region X are provided in the sections below.

Recreation Challenges and Problems:

Focus group participants discussed the challenges and problems that they have encountered in trying to find, or participate in, recreational and social activities in their communities. One common theme as discussed by focus group participants in Region X was the fact that there are simply *no recreation opportunities available* for individuals with disabilities (12 comments). Illustrative comments related to the top common themes are provided in detail below. Figure 27 presents the common themes as discussed in focus groups in the Region X area in detail.

### *No Recreation Opportunities Available (12 comments):*

Some focus group participants stated that there are *not many options* or there are *segregated options.* Some felt they were *separate from others in the community.* Additional comments were there is *no movie theater; no programs at YMCA for disabled; not enough community social groups;*

**Figure 27.
Recreation Challenges/Problems -
Region X Central**

Legend:
- No recreation opportunities available.
- Limited availability of accessible community-based social and recreation activities.
- Agencies and organizations resource issues that limit social and recreational opportunities.
- Transportation issues (e.g., costs, schedules, availability).
- Need for more affordable recreation activities/events.

Values: 12, 7, 6, 3, 3

and there is *nothing - no recreation.* One grandparent shared there is *nothing for Grandson – he goes to school, comes home, and nothing else - nothing in the summer.* Another person added *outside of schools I'm not aware of many social opportunities for young people and those with disabilities.* Also, they *used to have a summer recreation program, but not aware of anything like this anymore.* Two additional comments were there *needs to be a place for clients to go on weekends and to do something,* and *there isn't any place to go to - there needs to be more recreation because people get bored and depressed.*

Limited availability of accessible community-based social and recreation activities (7 comments):

The lack of dependable and safe transportation limits the types of recreational and social opportunities made available to them. Focus group participants had *limited accessibility in the theater and other recreational opportunities.* One family member explained *there's a lack of accessible opportunities - For example he can't use any of the machines.* Some people mentioned the places they were able to go: *just the YMCA and Excell; I go to the library. I play movies. I go out to eat. I like Sonic and Dairy Queen. I like ice cream. I go to the art museum and on college bus trips. Sometimes I swim at the college; We can go to the pool;* and, *we have a lot of choices in the community for recreation. We have movie theaters, places to eat, community events and transportation is not a problem.*
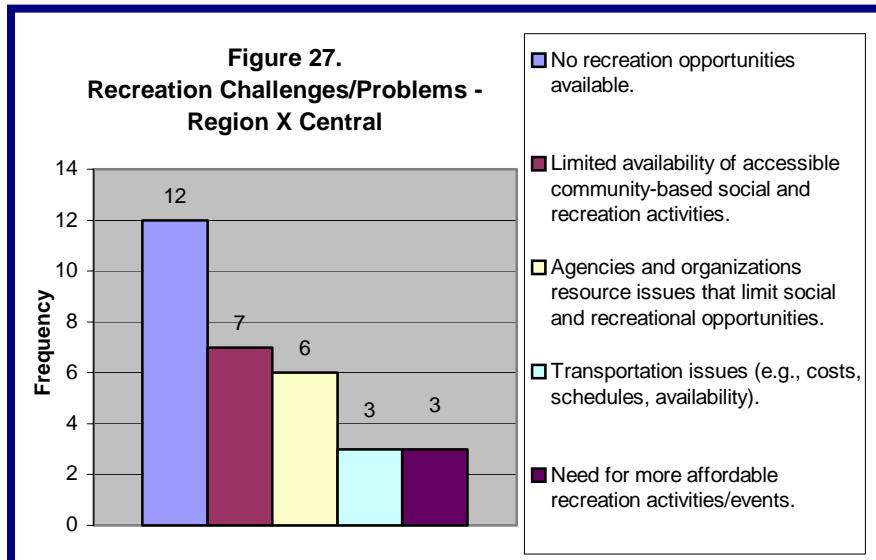
Recreation Help and Support:

There are some opportunities for social and recreational activities in communities in the Region X service area. One common support comes from *segregated programs that provide accessible recreation programs/activities* (10 comments). Illustrative comments related to the top common recreation help and support themes in Region X are provided in detail below. Common recreation help and support themes are presented in Figure 28.

**Figure 28.
Recreation Help/Support -
Region X Central**

Segregated Programs that Provided Recreation Programs/Activities (10 comments):
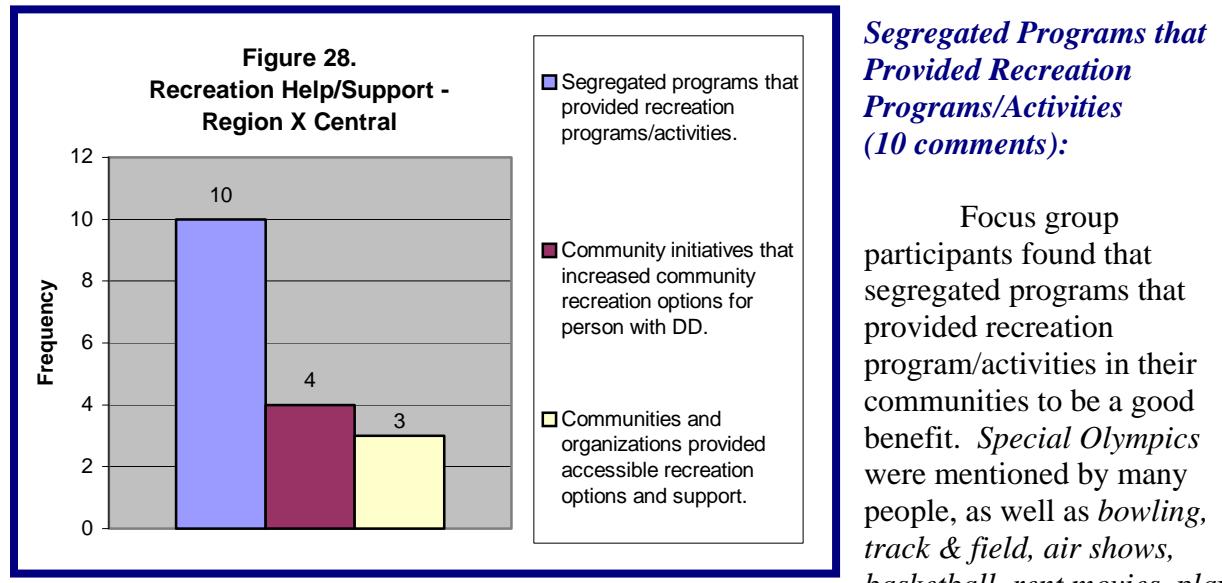
Focus group participants found that segregated programs that provided recreation program/activities in their communities to be a good benefit. *Special Olympics* were mentioned by many people, as well as *bowling, track & field, air shows, basketball, rent movies, play on computer or play Station, and workshop functions.* One person said it *would be nice to have our own building with pool tables, air hockey, recreation activities, and refreshments. This could be a place for people with disabilities or not to go to.*

COMMUNITY RESOURCE/SUPPORT ISSUES

The next section of the survey looked at types of generic community resources/supports people with disabilities are likely to access in their community. The types of community services examined included: (1) civic organizations; (2) faith-based organizations; (3) social service organizations; and (4) family and friends. The type of community resource/support that was *most likely* to be used was *family and friends* (65.2%). The type of community resource/support least likely to be used was *civic organizations*. (See Table 19.)

Table 19. Most and Least Likely Community Resource/Support Choice

Item	Civic organizations	Faith-based organizations	Social service organizations	Family and friends
What type of community resources are people most likely to use?	2 (4.3%)	6 (13.0%)	8 (17.4%)	30 (65.2%)
What type of community resources are people least likely to use?	32 (72.7%)	3 (6.8%)	7 (15.9%)	2 (4.5%)

The adequacy of the types of generic community resources/supports was evaluated on a four-point scale (1=Inadequate …4=Excellent). Nearly 80% of the respondents rated *family and friends* as *good* (33.3%) or *excellent* (43.9%). *Family and friends* had a mean of 3.21. *Faith-based* resources were seen as *good* (38.8%) or *excellent* (24.5%) by nearly 65% of the respondents. *Civic organizations* were rated as *inadequate* by 44.2% of the respondents. (See Table 20.)

Table 20. Adequacy of Community Resources/Supports

Item	Inadequate	Fair	Good	Excellent	Mean
Civic organizations (52)*	23 (44.2%)	18 (34.6%)	6 (11.5%)	5 (9.6%)	1.87
Faith-based (49)*	5 (10.2%)	13 (26.5%)	19 (38.8%)	12 (24.5%)	2.78
Social organization (50)*	10 (20.0%)	16 (32.0%)	19 (38.0%)	5 (10.0%)	2.38
Family and friends (57)*	0 (-)	13 (22.8%)	19 (33.3%)	25 (43.9%)	3.21
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 29 indicates how respondents rated how supportive their community is towards people with disabilities. The rating was on a four-point scale (1=Not Supportive…4= Very Supportive). Overall, approximately 68% of the respondents reported the support they receive from their community as *mostly* (17.0%) or *somewhat supportive* (50.9%).

Figure 29. Community Support

- Very Supportive: 17.0% (9)
- Mostly Supportive: 17.0% (9)
- Somewhat Support: 50.9% (27)
- Not Supportive: 15.1% (8)
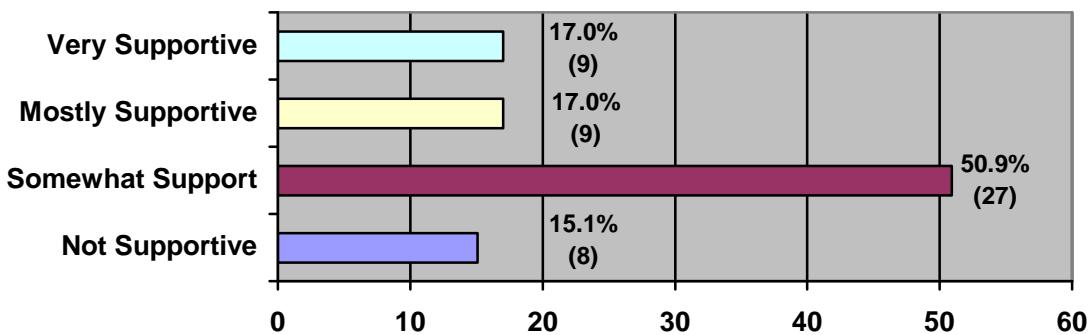
Community Supports Focus Group Discussion in Region X:

The types of community supports that individuals with disabilities and their families receive and the general attitude of the community were discussed as part of the focus group conducted in the Region X service area. Findings from these focus groups are provided in detail in the section below.

Community Supports Received:

The types of community supports that individuals with disabilities and their families receive were discussed. One common community support is from *family, friends and neighbors* (12 comments). Illustrative comments are provided in detail below. Common themes as related to community support are presented in Figure 30.

Figure 30.
Community Support Received - Region X Central
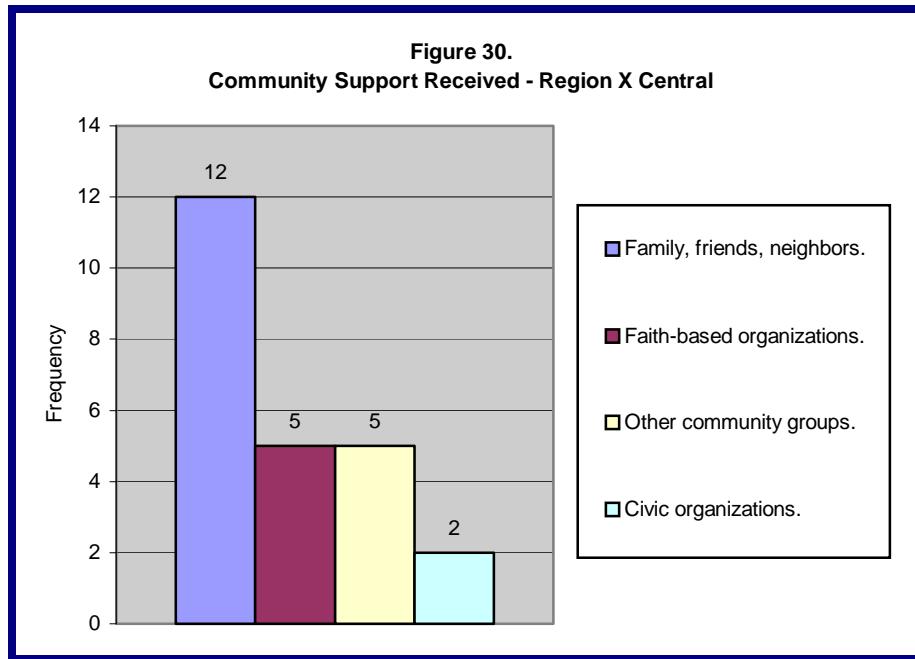
Family, Friends, and Neighbors (12 comments):

For many, families, friends, and neighbors are a strong source of support. Following are comments that participants shared regarding the support they receive from family, friends and neighbors:

- *My neighbors "adopted" me, and help me with laundry, and also help me by giving me transportation to appointments and the grocery store.*
- *I get excellent support from my family.*
- *I have a list of friends who can help with a variety of things.*
- *Parents are our support.*

Community Attitudes:

General community attitudes about people with disabilities were discussed as a part of the focus groups conducted in Region X. Several respondents stated that they had good support and acceptance (10 comments). Another common theme to emerge from focus groups related to the need for education and awareness (10 comments). Illustrative comments are provided below. Common themes as relates to community attitudes in Region X are presented in Figure 31.

Figure 31.
Community Support Attitude - Region X Central

Category	Frequency
Good acceptance and support - good attitude.	10
Education and awareness about developmental disabilities is needed.	10
Little or no acceptance.	4
General acceptance but need for more.	3
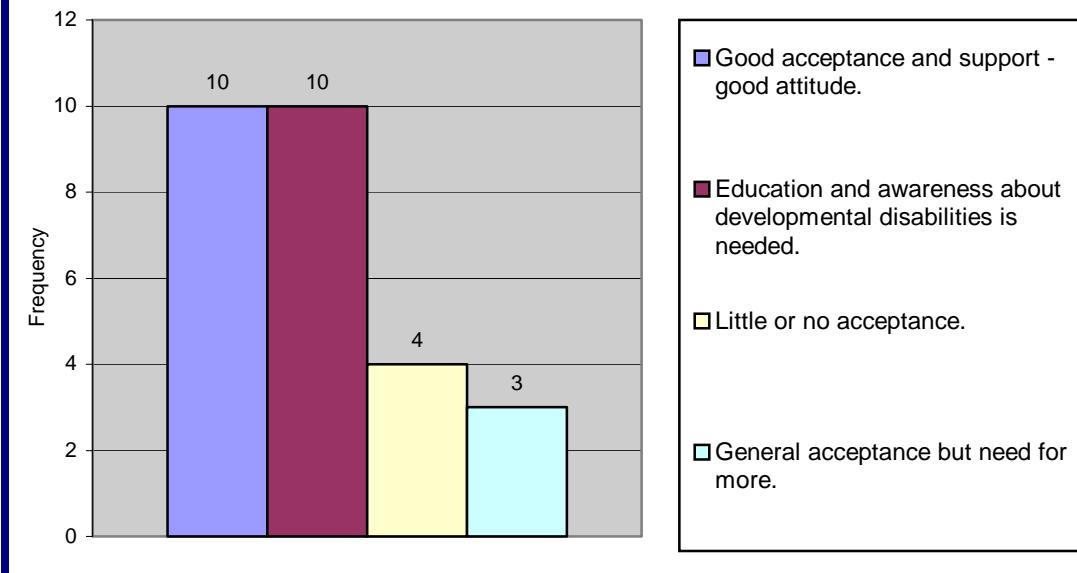
Good Acceptance and Support (10 comments):

There were many comments made by focus group participants in the Region X service area about the acceptance and support they receive from their communities. People commented that their *community is mostly supportive.* Another commented that *the attitude towards people with disabilities in the community is awesome.* For a few, there is a benefit to having a university in the vicinity. *Columbia is unique with its universities, and most of the Greek systems and other programs have to go out into the community, which is creating more awareness. There are benefits to a university community.*

Education and Awareness (10 comments):

There is a need for more education and awareness of people with disabilities in the community. *The general public can sometimes be rude when they don't understand. They make rude comments and stare. It is hard to experience people's reactions.* Another added that *people want to be helpful, they just don't know how.* Education would be helpful.

SAFETY AND QUALITY ASSURANCE ISSUES

Survey respondents were asked if they were aware of any incidents that affect the health, safety and quality of life of people with disabilities in their community. Incident items included: 1) physical abuse/neglect; 2) sexual abuse; 3) financial abuse; 4) violation of human or legal rights. Respondents were asked to check the incident item if they were aware of any person with a disability in their community who had experienced that type of incident. Table 21 lists the findings.

Of the 66 people surveyed, 30.3% were aware of some physical abuse/neglect in their community; 19.7% were aware of sexual abuse; 21.2% were aware of some type of financial abuse; and 28.8% were aware of a human or legal rights violation.

Table 21. Awareness of Safety Concerns

Item	
Physical Abuse/Neglect	20 (30.3%)
Sexual Abuse	13 (19.7%)
Financial Abuse	14 (21.2%)
Violations of human or legal rights	19 (28.8%)
(Checked numbers per 66 total respondents)	

As a follow up question, respondents who had checked one of the incident items were also asked to share their perception about how that particular type of incident had been handled. As can be seen in Table 22, more people responded to the follow up question than had responded to the original question. For some reason, a number of survey respondents did not understand it to be a follow up question and answered it anyway.

Even though this discrepancy exits, and readers are advised to take it into account, Table 22 is included because it still provides an indication of survey respondent's perceptions on how well the above types of incident items are handled. Additionally, because the handling of these types of incidents requires a degree of discretion, it is also important to recognize that respondents perceptions of how these incidents are handled may not necessarily reflect what actually occurred to address them.

Table 22: How Safety Concerns Were Handled

Item	Not at all	Not well	Well	Very well	Mean
Physical Abuse Neglect (40)*	18 (45.0%)	5 (12.5%)	6 (15.0%)	11 (27.5%)	2.25
Sexual Abuse (36)*	17 (47.2%)	5 (13.9%)	9 (25.0%)	5 (13.9%)	2.06
Financial Abuse (32)*	17 (53.1%)	5 (15.6%)	5 (15.6%)	5 (15.6%)	1.94
Violations of human rights (39)*	20 (51.3%)	7 (17.9%)	7 (17.9%)	5 (12.8%)	1.92
*Scale: 1=Not At All…4=Very Well *Total number responding*					

Survey respondents were asked to rate how safe people with disabilities were in their community. Figure 32 reflects their responses. The rating was on a four-point scale (1=Not Safe At All…4= Very Safe). Over 70% of the respondents saw people with disabilities as being *mostly safe* (49.0%) or *somewhat safe* (21.6%) in their community.

Figure 32. Safety Perceptions

| Safety Level	Percentage (Count)
Very Safe	21.6% (11)
Mostly Safe	49.0% (25)
Somewhat Safe	21.6% (11)
Not Safe At All	7.8% (4)
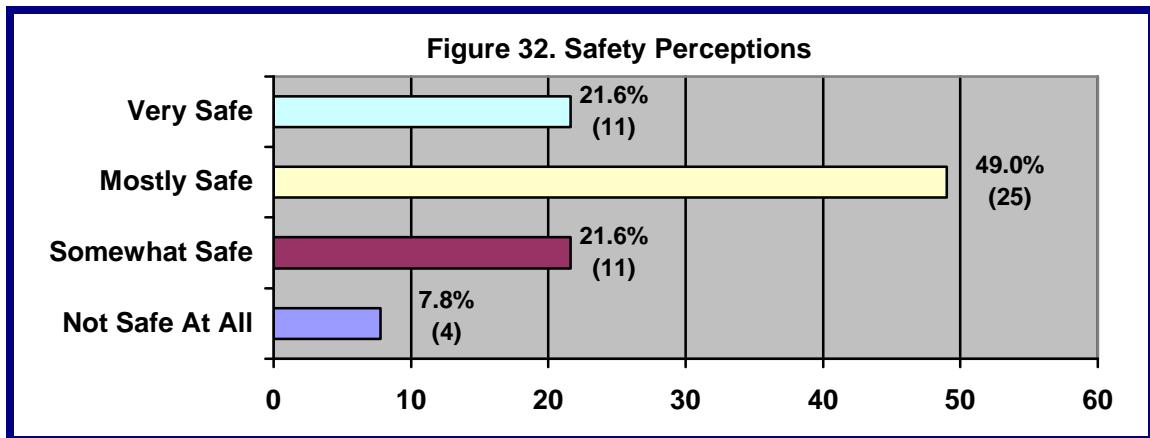
Quality Assurance Focus Group Discussion in Region X:

Quality Assurance and related issues were discussed in the focus groups conducted in the Region X service area. Focus group participants discussed 1) how people with developmental disabilities are included in the community, 2) how people with developmental disabilities are excluded from the community, and 3) how families and people with disabilities are included in planning their futures. Discussion on quality assurance issues from the focus groups in Region X are in detail in the section below.

How People with Developmental Disabilities are Included in Community:

People with disabilities are included in their communities in a variety of different ways. One commonly discussed theme from focus groups conducted in the Region X service area was *through the support and involvement of community organizations and businesses* (9 comments). Illustrative comments related to inclusion in the community are provided in detail below. The common themes regarding inclusion in the community from Region X are presented in detail in Figure 33.

Figure 33. Quality Assurance Included - Region X Central

Frequency:
- Through the support and involvement of community organizations and businesses: 8
- Faith-based organizations support persons with DD in the community: 2
- People First, and other advocacy organizations help people to access community: 2
- People with DD are accepted in their communities: 1
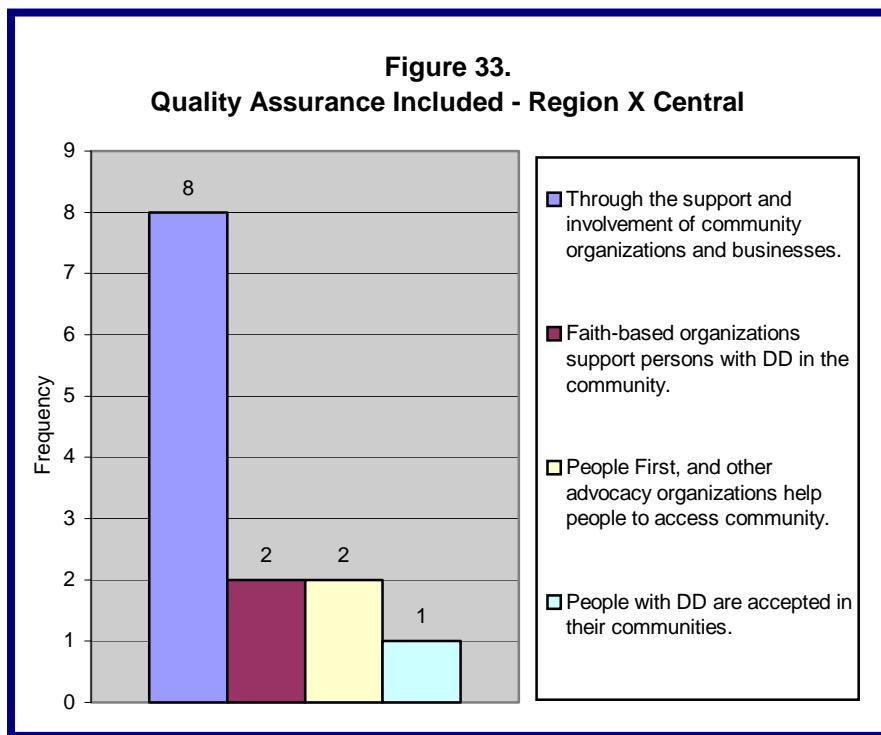
Through support and involvement of community organizations and businesses (8 comments):

Focus group participants saw support and involvement of many community organizations and businesses. One participant stated *I feel included in the community.* Following are places and ways that made people feel included by their community:

- *We go to community activities, dance recitals, ball games and the swimming pool.*
- *I have had staff get free passes to basketball games and football games.*
- *We went to the circus. People go to churches. There are no problems in stores.*
- *We do Boy Scouts.*

How People With Disabilities Are Excluded From the Community:

Focus groups conducted in the Region X service area also asked participants to discuss ways people with developmental disabilities are excluded from their communities. One common theme discussed by focus group participants was *attitudes and lack of understanding of persons with disabilities (6 comments).* Another theme that emerged was *individuals are excluded from community activities due to distance* (6 comments). Illustrative comments related to the top themes in exclusion from community life are included below. The top themes of exclusion are presented in Figure 34.

Figure 34.
Quality Assurance Excluded -
Region X Central

Legend:
- Attitudes and lack of understanding of persons with DD.
- Individuals excluded from community activities due to distance, transportation and other accessibility issues.
- Need for more community education on DD awareness.
- Individual/families not always consulted concerning community activities/events.
- Limited involvement of individuals in planning their own life.
- Few or no supports for individuals to participate in their community.
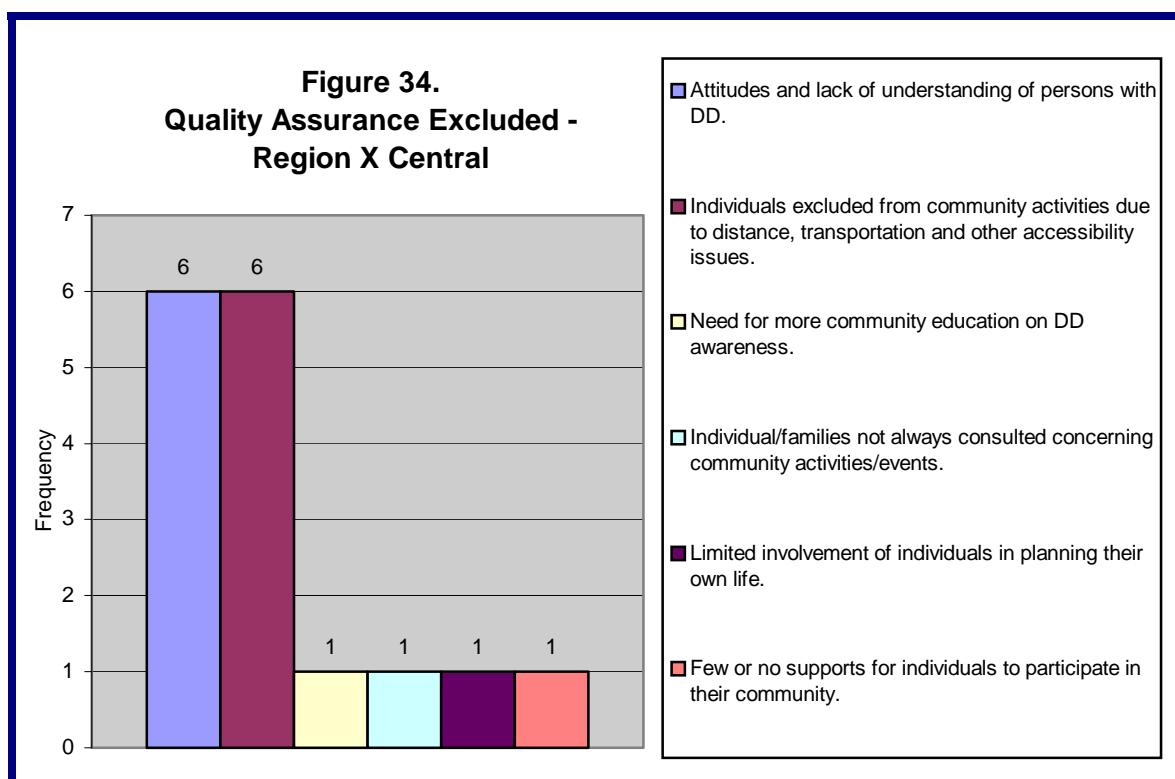
*Attitudes and Lack of Understanding (6 comments):*

Attitudes and lack of understanding from the community are one way that people with disabilities feel excluded from the community. This manifests itself in many different ways. One focus group participant gave the example *people are afraid to include us in activities*. Another added *I wanted to do gymnastics, but I was told I couldn't because I have an intellectual disability*. One focus group participant stated that *people just don't understand people with disabilities*.

Individuals Excluded Because of Distance and Transportation (6 comments):

Focus group participants stated that they are excluded from community activities due to distance, transportation and other accessibility issues. For example, one individual stated that *there is a transportation problem in the area*. Another echoed this, stating *transportation is not here and I can't afford to get out*. Some public areas are not accessible, for example, *public restrooms are not accessible* for one focus group participant.

Inclusion in the Planning Process:

Focus groups conducted in the Region X service area asked participants to discuss the ways that people with disabilities and their families are included in the planning processes that affect their lives. One common theme discussed by focus group participants was simply that persons with DD are involved in their planning processes *(7 comments)*. Illustrative comments related to the top themes in quality assurance planning are included below and shown in Figure 35.

Figure 35. Quality Assurance Planning - Region X Central

Legend:
- Persons with DD are involved in their planning processes.
- Person/family receives supports of agency staff, teachers, school counselors, in their planning process.
- Family/friends support persons to participate in the planning process.
- Persons with DD and families involved in inclusive community planning efforts.
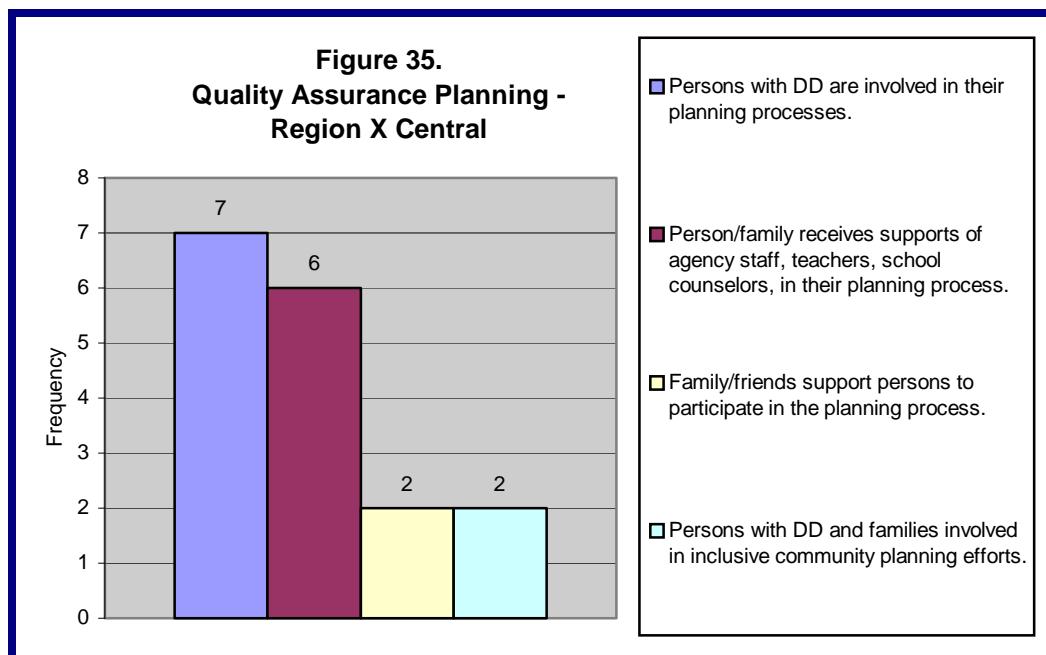
### Persons with DD are Involved in their Planning Processes (7 comments):

Focus group participants stated that they are involved in their planning process. One self advocate stated *we are included in our personal planning*. Another participates *in my IEP process*. One participant gave an example of how they participate in planning. *We all participate in our Individual Plans and discuss them before meeting with staff.*

Person/Family Receives Supports of Agency Staff, Teachers, School Counselors, in their Planning Process (6 comments):

Several people receive support to participate in their personal planning processes from staff, teachers, school counselors and other support personnel. For example, *I work with my case manager because they are important in helping to navigate*. Another added *my case worker comes to my house and leads a meeting*. Several felt their case managers were very helpful. One participant stated that their case manager was helpful because *my case manager listens to me*.

SATISFACTION WITH SERVICES

Survey respondents were asked how they would rate MRDD service coordination/case management services. Figure 36 shows how respondents rated this service. The rating was on a four-point scale (1=Inadequate…4= Excellent). Service coordination was seen as *good* (51.0%) or *excellent* (25.5%) by over 75% of the respondents.
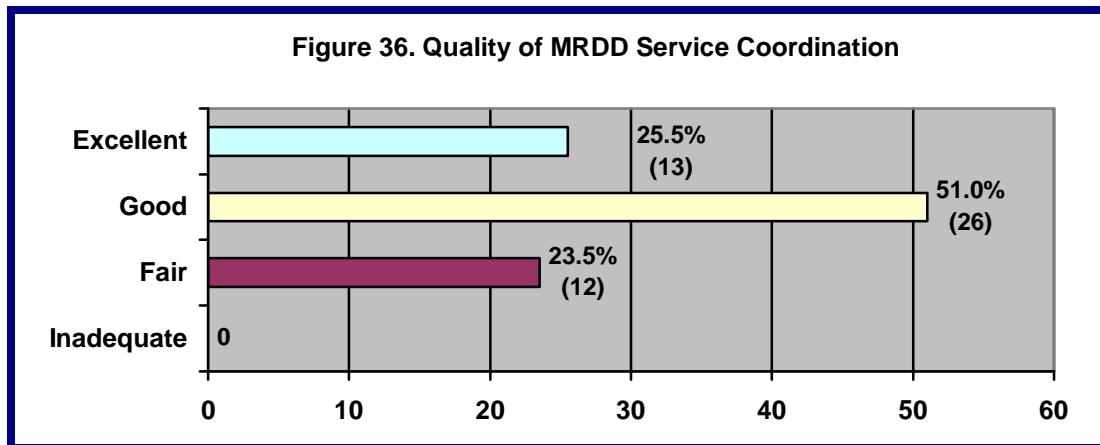
Figure 36. Quality of MRDD Service Coordination

Respondents were also asked to rate the quality of services/supports that they, or others had received from providers in their community. Figure 37 shows how respondents rated the quality of provider services/supports. The rating was on a four-point scale (1=Inadequate…4= Excellent). The quality of provider services/supports was rated as *good* (47.3%) or *excellent* (27.3%), by nearly 75% of the respondents.

Figure 37. Quality of Provider Services/Supports

Excellent	27.3% (15)
Good	47.3% (26)
Fair	18.2% (10)
Inadequate	7.3% (4)

Scale: 0, 10, 20, 30, 40, 50, 60
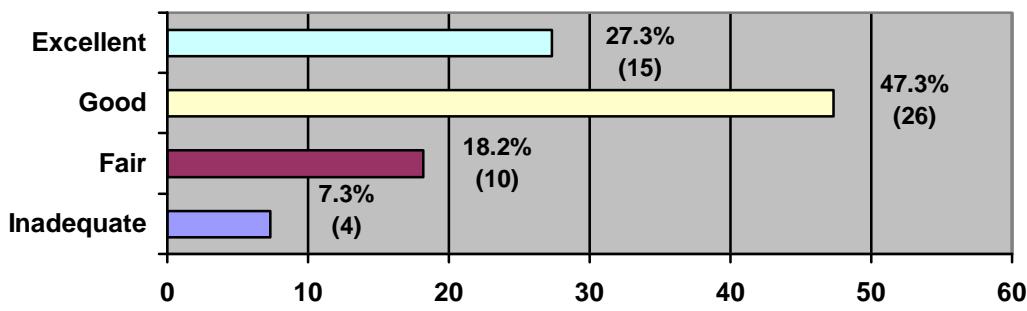
Last Chance Focus Group Discussion From Region X:

Focus group participants were asked *If you could change one thing in your community that would make it better for people with disabilities, what would it be?* The responses to this question are provided in detail in the section below.

Last Chance:

Several focus group participants made comments about the need for more accessible, affordable transportation options that meet individual needs (8 comments). Another theme to emerge related to the need for more accessible, affordable transportation options that meet individual needs (8 comments). Illustrative comments are provided below along with common themes presented in Figure 38.

**Figure 38.
Last Chance - Region X Central**
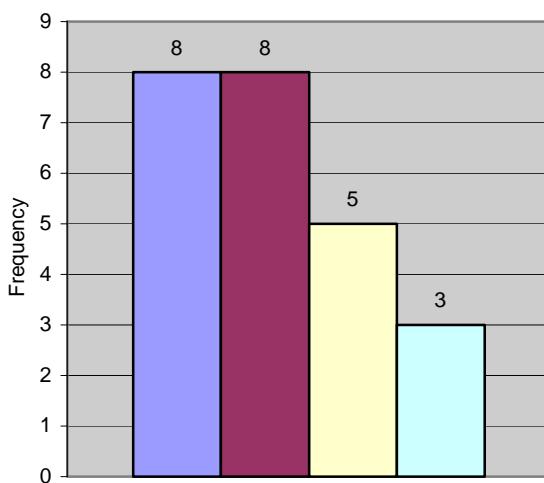
Frequency values: 8, 8, 5, 3

Legend:
- Increase community understanding of DD to help address attitudes and perceptions.
- Need more accessible, affordable transportation options that meet individual needs.
- Enhancements in services for persons with DD; support expansion of resources that fund and/or provide services.
- More community social,/ recreational options for persons with DD.

Increase Community Understand of DD (8 comments):

A few focus group participants would increase the community's understanding of developmental disabilities to help address general perceptions and attitudes. Some suggestions about what they would change, and how they would change things are included below:

- *I would address people beyond the agencies-maybe in a forum.*
- *More community awareness, education and training for everybody.*
- *Change stereotypes.*
- *Change understanding – People in community could better understand people with disabilities.*

More Accessible, Affordable Transportation Options (8 comments):

Focus group participants need more transportation options. *Transportation is very limited.* They need *more taxi services*. They would like *more awareness of transportation and wheelchair accessibility*. One participant in the focus groups would create *a directory for town that would list services available in the community, this would be updated annually*. Others would change the OATs transportation services because *the OATS bus is very strict with their trips.*

The MISSOURI PLANNING COUNCIL
For DEVELOPMENTAL DISABILITIES
Region XI: St. Louis – Gateway Regional Advisory Council
Needs Assessment

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Report Prepared For:
The Missouri Planning Council for Developmental Disabilities

January 2006

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PREFACE

The Missouri Planning Council for Developmental Disabilities is a federally-funded, 23-member consumer-driven council appointed by the Governor. Public Law 106-402 mandates the Council to plan, advocate for, and give advice as to programs and services for persons with developmental disabilities to increase their opportunities for independence, productivity, and integration in to communities. The Council's mission is to support communities to include all persons with developmental disabilities in every aspect of life.

The Missouri Planning Council provides partial funding for Regional Advisory Councils across the state. Regional Councils provide grassroots planning and advocacy for improving supports and services for persons with developmental disabilities. This includes serving as an advisory body for the Missouri Department Mental Health, and Division of Mental Retardation and Developmental Disabilities' eleven Regional Centers across the State of Missouri.

In partnership with the Regional Councils, the Missouri Planning Council administered a written survey questionnaire and conducted a series of focus groups throughout the State to facilitate a better understanding of strengths, as well as barriers that self-advocates and families face, in accessing programs, services, and other supports necessary to achieve independence, productivity, and integration in to community life. What is learned from the focus groups and the survey results will assist in the Missouri Planning Council and Regional Councils in their long-range planning and advocacy efforts.

The Missouri Planning Council also wishes to express its gratitude for the assistance of other entities and organizations, committed to serving Missourians with developmental disabilities, in the needs assessment process.

INTRODUCTION

Table 1: Counties

County	# of Returns
St. Charles	17
Jefferson	15
St. Louis City	8
St. Louis County	16

In each of the eleven MRDD Regions in Missouri people with disabilities and their families answered written surveys about different aspects of their life. This included employment, housing, recreation, and education to name a few. These surveys were conducted in all of the counties in Missouri. Table 1 lists the counties in the St. Louis Region and the number of returns that were received from each county. Table 2 represents the MRDD Regions.

Written Survey Respondents:

The majority of the respondents in the St. Louis Region were family members (67.3%). There were 18 responses from persons with a disability (32.7%). Of the 56 that participated in the survey, 1 did not respond to the question *I am a: family member or persons with disability.* Figure 1 presents these findings.

Table 2: Regions
Region I: Albany - Council on DD
Region II: Kirksville - Planning and Coordinating Council for DD
Region III: Hannibal - DDA Council of Missouri
Region IV: Kansas City - Metropolitan Council on DD
Region V: Joplin - Council on DD
Region VI: Springfield - Council on DD
Region VII: Rolla - Council on DD
Region VIII: Poplar Bluff - Disability Council of the Ozarks
Region IX: Sikeston: Regional Council on DD
Region X: Central Missouri - Council on DD
Region XI: St. Louis - Gateway Regional Advisory Council

The majority of the respondents received services from the Division of Mental Retardation/Developmental Disabilities (84.9%). Slightly more than 15% did not receive these services. Of the 56 participants that returned the survey, 3 of the respondents did not indicate whether they *received or didn't receive* services from MR/DD. (See Figure 2.)

Figure 1: Written Survey Respondents
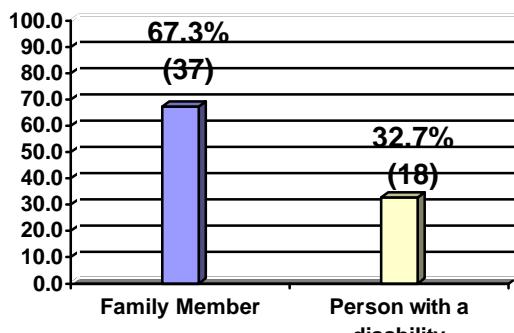
Missing = 1

Figure 2: Respondents Receiving Services
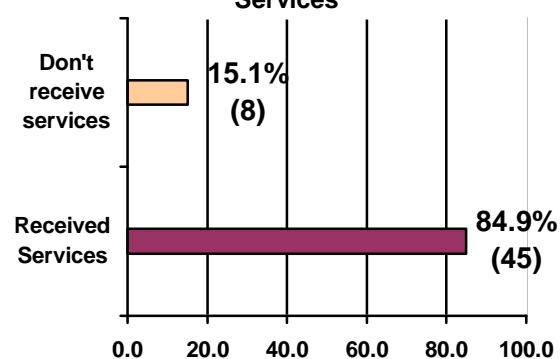
Missing = 3

Focus Group Respondents:

In addition to the written surveys, 14 focus groups were held in the Region XI area. There were 54 individuals who participated in the focus groups, 39% (21) were individuals with a developmental disability, and the other 61% (33) were family members. Over three quarters (88%) of the focus group participants received services. The following summarizes the results of both the written surveys and the focus groups.

EMPLOYMENT ISSUES

Survey respondents were asked to rank where adults with disabilities work/live in the community. The options were (1) non-employment situations; (2) sheltered employment; (3) community employment with paid supports; and (4) regular job in the community. (See Table 3.)

Table 3. Most and Least Likely Place to Work

Item	Non-Employment Situation	Sheltered Employment	Community Employment with Paid Supports	Regular Job in the Community
Where do adults with disabilities work/live in your community	9 (30.0%)	14 (46.7%)	5 (16.7%)	2 (6.7%)
Where do adults spend the Least amount of time	4 (15.4%)	1 (3.8%)	3 (11.5%)	18 (69.2%)

The respondents were also asked whether the different types of employment opportunities were (1) inadequate; (2) fair; (3) good; or (4) excellent. Table 4 presents the findings. Of the four employment options, sheltered employment services were rated as most adequate (mean of 2.32) and non-employment situations were rated as least adequate (mean of 1.77).

Table 4. Adequacy of Employment Settings

Item	Inadequate	Fair	Good	Excellent	Mean
Regular job in the community (22)	8 (36.4%)	7 (31.8%)	4 (18.2%)	3 (13.6%)	2.09
Community Employment with paid support (31)*	11 (35.5%)	9 (29.0%)	5 (16.1%)	6 (19.4%)	2.19
Sheltered Employment (31)*	9 (29.0%)	8 (25.8%)	9 (29.0%)	5 (16.1%)	2.32
Non-employment situation (22)*	14 (63.6%)	1 (4.5%)	5 (22.7%)	2 (9.1%)	1.77
*Scale: 1=Inadequate....4=Excellent *Total number responding*					

Figure 3 reflects respondents rating of the opportunities for regular or supportive employment for people with disabilities in their community. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for employment in the community was seen as *fair* to *inadequate* by 64.1% of those who responded to the question.

Figure 3. Regular or Supported Employment Opportunities

Excellent	10.3% (4)
Good	25.6% (10)
Fair	25.6% (10)
Inadequate	38.5% (15)

(Axis: 0, 10, 20, 30, 40, 50)
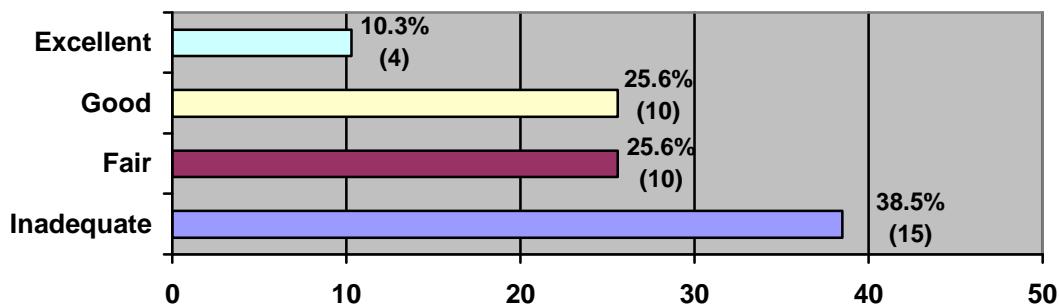
Employment Focus Group Discussion In Region XI:

Focus group participants from Region Eleven were asked to discuss the issues they have with employment, including: 1.) the problems and challenges they have experienced in getting employment, and 2.) the help and support they need to gain employment. Issues concerning employment are below in detail.

Employment Problems and Challenges:

The focus group participants in the Region XI Council on Developmental Disabilities area discussed the problems they have experienced related to employment. The top theme for the participants was related to employer perceptions, attitudes, and lack of understanding. Illustrative comments related to employment challenges are provided in detail in the section below. Top themes related to employment are provided in detail in Figure 4.

Employer Perceptions, Attitudes, Lack of Understanding (6 comments):

One persistent challenge for people with disabilities and their families with employment is that *employers need to be accepting of people with disabilities as employees.* One focus group participant

**Figure 4.
Employment Challenges/Problems
Region XI St. Louis**

Legend:
- Employer perceptions, attitudes, and lack of understanding
- Lack of employer supports, including accessibility and accommodations
- Mismatch with person's vocational interests or abilities/skills
- Few or no job opportunities
- Concern with capacity of employment provider agencies/system

(Bar values: 6, 5, 5, 4, 4; Y-axis: Frequency 0–7)

4
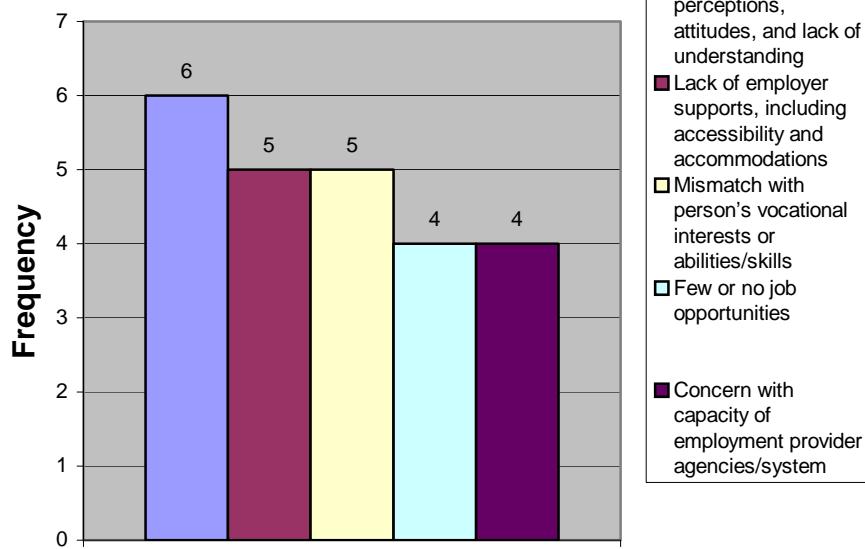
shared that he *had a hard time getting a job because of his disability –worked for 18 years but is not able to get anyone to hire him now because of his handicaps - He felt like he was on his own.* There is a lack of understanding and little assistance as some participants pointed out: *Few employers willing to participate with programs* and *some workers have given up because of lack of supervision.* Coworkers are another problem some people have faced as one self advocate reported *negative experience with some coworkers (name calling)* a second self advocate agreed *had similar experience with name calling and people "being mean".*

Lack of Employer Supports (5 comments):

The lack of employer supports, including accessibility and accomodations was also commented on by the focus group participants in Region XI. One parent felt *more job training* was *needed to help* their *son be a better employee.* Two participants commented on paperwork: *Hard to complete paperwork - paperwork can be overwhelming* and *Hard time filling out applications for jobs.* Another person mentioned that *personality issues are sometimes a problem with some jobs.*

Mismatch with person's vocational interests or abilities/skills (5 comments):

Some of the focus group participants commented on their vocational interests and abilities. One self advocate reports *dislike in being a janitor. Clearly does not like cleaning toilets. Would like to stay home and help mother who is elderly and needs assistance.* Another self advocate reports that *he is bored at home and sometimes has to remain at home because there is not enough work for him at his job. Would like more consistent hours and more hours.* Other comments included:

- *No full-time work, just filling in for a few hours. Applying for jobs but haven't received call backs;*
- *Hard to find day-time hours;*
- *Need part-time but too few openings.*

Employment Help and Supports:

Focus group participants in the Region XI area also discussed the types of help and support they have received for employment. The top two areas of interest were with *community employment with paid supports* (8 comments) and *persons receiving job planning assistance through state agencies* (5 comments). Illustrative comments are included in detail in the section below. The related themes are provided in detail in Figure 5.

**Figure 5.
Employment Help/Support
Region XI St.Louis**

15% (3)
20% (4)
25% (5)
40% (8)

- Community employment with paid supports.
- Persons receiving job planning assistance through state agencies.
- Non-employment activities.
- Regular jobs obtained through typical supports.
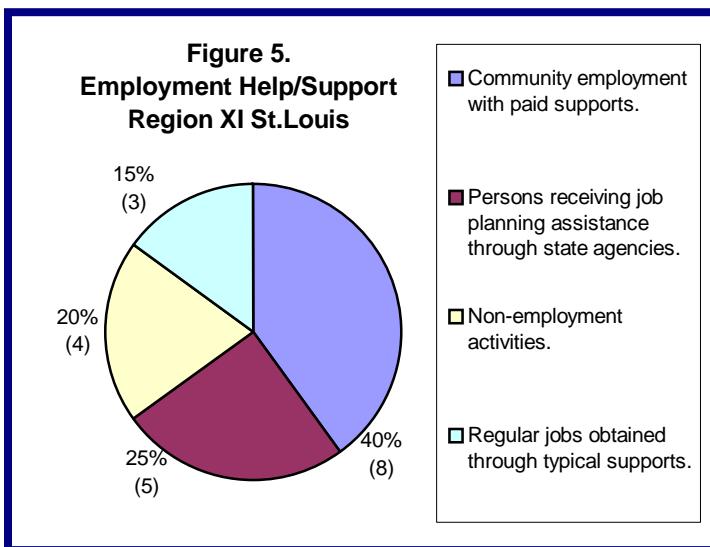
Community employment with paid supports (8 comments):

Some of the focus group participants commented on the help they or their family member received from a job coach: *works at a soccer park – job coach and parents helped him find a job,* job coach *helped self advocate find a job that she loves and has been at for 5 years,* and one parent reports *a positive experience with daughter's job coach – daughter in steady employment situation and doing well.* Other places people found to be helpful were *College for Living helped find employment, VR will provide funds for training and school* and two parents reported *the STEP program was a good experience*.

Persons receiving job planning assistance through state agencies (5 comments):

Focus group participants commented on their experience with receiving job planning assistance through state agencies. One person shared that the *Regional Center Case Managers have been helpful. It helps to know what is going on if you are involved on boards and at meetings for county agencies. Good information shared by staff in county programs.* AVS and Vocational Rehabilitation were also mentioned: *AVS for evaluation, Vocational Rehabilitation, and Vocational Rehabilitation and AVS have helped get job. AVS has cleaning crews.* Another program that 2 families have had very positive experiences with was the *Volunteer Ventures program.* It gives *motivation to gain successful employment* and the *program helps individuals determine what kind of employment they would like in the future.*

RESIDENTIAL SETTING ISSUES

The next section examined was residential settings. The respondents were asked to identify where people with disabilities in their community were most likely to live: (1) a place of their own; (2) at home with family and friends; (3) group home; or (4) large segregated facilities. The majority (67.5%) noted that most were likely to live at home with family or friends. People with disabilities were least likely (2.5%) to live in large segregated facilities. Only (10.0%) noted that people with disabilities live in a place of their own. (See Table 5.)

Table 5. Most and Least Likely Place to Live

Item	Place of their own	At home with family/friends	Group home	Large segregated facilities
Where most likely to live	4 (10.0%)	27 (67.5%)	8 (20.0%)	1 (2.5%)
Where least likely to live	21 (65.6%)	2 (6.3%)	4 (12.5%)	5 (15.6%)

The availability of residential settings was assessed on a four-point scale: (1=Not Available…4=Very Available). Of those who rated the availability of a *place of their own* (30), 23.3% responded as *not available*, while 66.7% indicated that they were *somewhat available.* The most available residential setting was *at home with family/friends* (mean 3.14), with *group homes* being the next most available (mean 2.36). Few respondents indicated *large segregated facility* as being available. (See Table 6.)

Table 6. Availability of Housing/Living Settings

Item	Not available	Somewhat available	Mostly available	Very available	Mean
Place of their own (30)*	7 (23.3%)	20 (66.7%)	0 (-)	3 (10.0%)	1.97
At home with family/friends (42)*	4 (9.5%)	5 (11.9%)	14 (33.3%)	19 (45.2%)	3.14
Group home (33)*	5 (15.2%)	16 (48.5%)	7 (21.2%)	5 (15.2%)	2.36
Large segregated facilities (21)*	7 (33.3%)	9 (42.9%)	4 (19.0%)	1 (4.8%)	1.95
*Mean: 1=Not available…4=Very available *Total number responding*					

Figure 6 shows how respondents rated the opportunities for community-based housing/living options. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based housing/living was rated as *fair* (23.5%), or *inadequate* (44.1%) by over 67% of the respondents.

Figure 6. Community-Based Housing/Living Opportunities
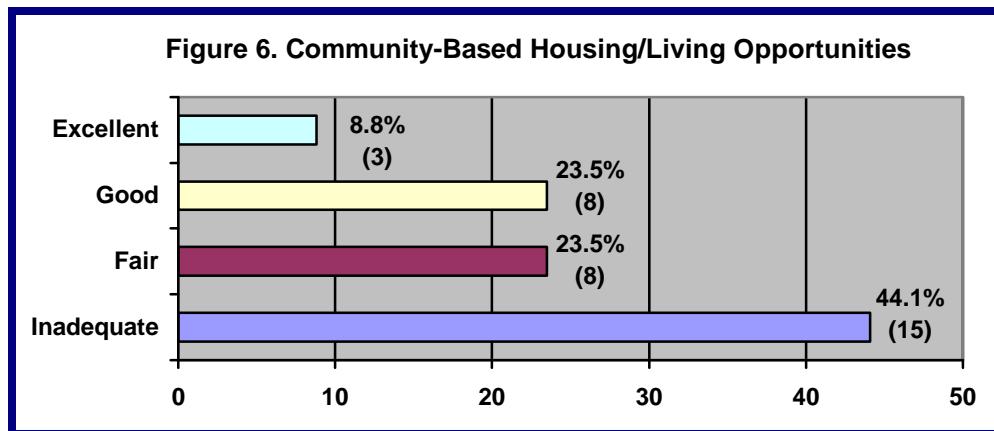
Housing Focus Group Discussion In Region XI:

The focus groups in Region XI discussed issues related to housing such as 1.) Problems and challenges experienced in finding a place to live; and 2.) Helps and supports received for housing. Housing related issues discussed in the focus groups in Region XI are presented below.

Housing Problems and Challenges:

Many of the focus group participants had experienced problems and challenges trying to obtain housing. Two common themes from the focus group participants related to the *lack of accessible, affordable, and safe housing in the community* and that they *need more in-home supports and services*. Illustrative comments related to the top themes in problems and challenges are provided in detail below. Housing themes are presented in detail in Figure 7.

Figure 7.
Housing Problems/Challenges - Region XI St. Louis

Frequency values by category:
- Lack of accessible, affordable, safe housing in the community: 7
- Need more in-home supports and services: 7
- Systems issues affecting housing supports and services: 4
- Challenges of living on one's own in the community: 3
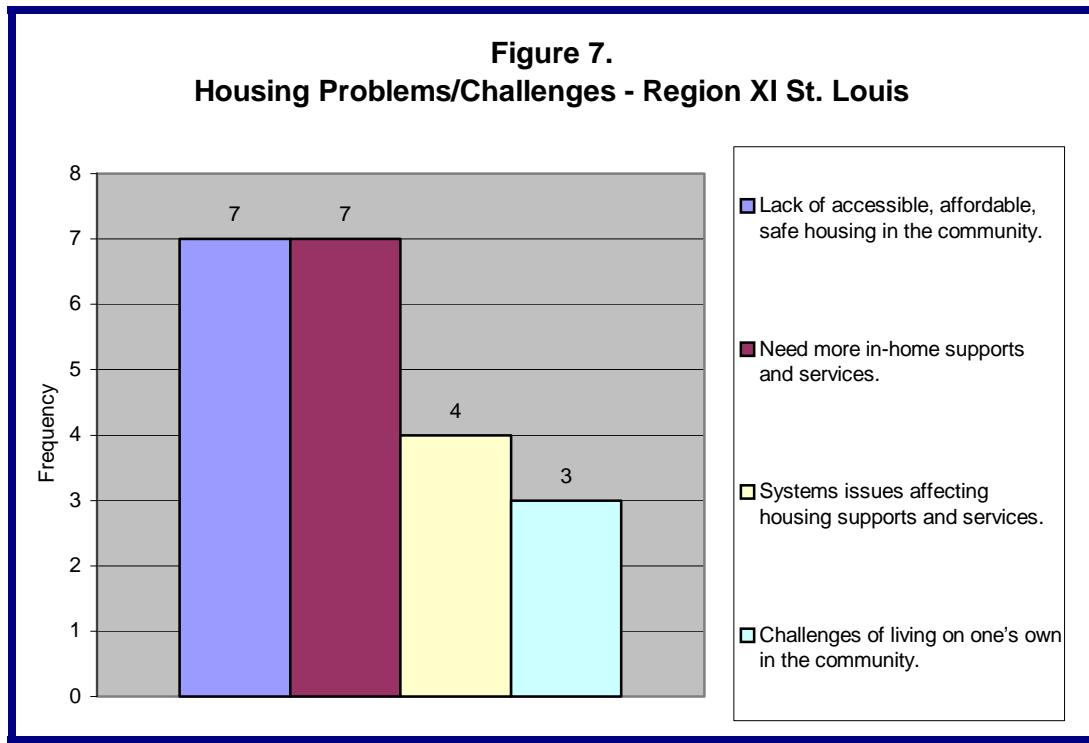
Lack of Accessible, Affordable, and Safe Housing (7 comments):

Focus group participants made several comments about the lack of accessible and affordable housing for individuals with disabilities. Some comments were that *there are not a lot of options as far as housing, not enough funds available, with limited income impossible to afford house payment, no facilities for people with disabilities,* and *waiting lists for placements – not enough places to go.* One parent of a young child in a wheelchair was *having no luck accessing funding for house modification – waiting lists – Regional Center no help – case managers only want to record their story for statistics and never offer any help.*

Need more in-home supports and services (7 comments):

Focus group participants felt that they needed more in-home supports and services. One of the biggest concerns was with aging parents. *What happens when we are gone?* A story one person shared was *one gentleman lived with his father until the father was 83 and it was not a good situation for both of them – the gentleman has moved to a group home now and is much happier.* Two people had concerns about not getting help unless there is a crisis situation. The first person explained that *at Regional Center you have to be an emergency to receive housing assistance – it is hard to become a high priority to qualify for the limited funding.* The second person shared that their *daughter needs 24 hour care – have problems getting her name on any housing or placement list because Regional Center says she's not in a crisis now.*

Housing Support and Help:

Supports and help that people have experienced for housing were also discussed in focus groups in Region XI. One support discussed related to *support from family with planning community housing options* (5 comments). Some illustrative comments related to housing support are provided in detail below. The housing support themes are presented in Figure 8.

Figure 8.
Housing Help/Support
Region XI St. Louis

Legend:
- Support from family with planning community housing options.
- No problems reported with housing for persons with DD.
- Persons living in their own home in the community with generic or paid supports.
- Persons living with family.
- Service providers assisting with supports for housing.
- Other community housing options accessed.
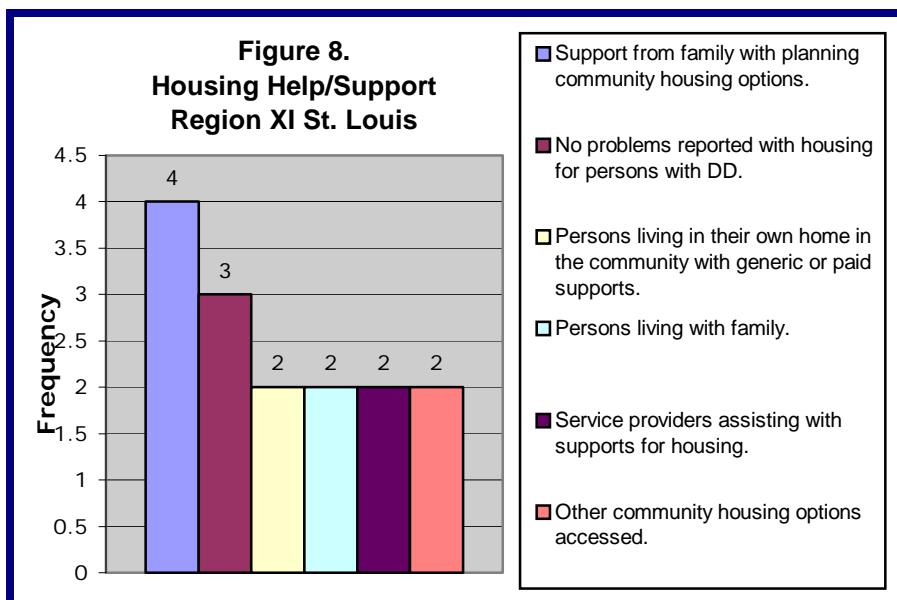
Support from family with planning community housing options (4 comments):

The comments made by focus group participants in Region XI about support from family with planning community housing options included:
- *Some families are doing things like buying a home for their adult child to live in with paid staff;*
- *Parents helped find the My Place residential facility; and*
- *Helps if your family member "matches" with someone who is looking for a roommate and has already been approved for funding.*

No problems reported with housing for persons with DD (3 comments):

The focus group participants in Region XI who responded to this topic simply made statements such as *not an issue for us now* and *I don't have any problems with housing - I live with a roommate.*

TRANSPORTATION ISSUES

The next area that was discussed on the survey was transportation issues. Four types of transportation were examined: (1) special transportation; (2) public transportation; (3) family and friends; and (4) self-transportation. Most respondents reported that the most likely use was public transportation (48.7%). (See Table 7.)

Table 7. Most and Least Likely Transportation Choice

Item	Special Transportation	Public Transportation	Family and Friends	Self-transportation
How do people get around	8 (20.5%)	19 (48.7%)	12 (30.8%)	0 (-)
Least likely	10 (33.3%)	4 (13.3%)	3 (10.0%)	13 (43.3%)

The adequacy of transportation options was assessed on a four-point scale (1=Inadequate… 4=Excellent). Of those rating *special transportation*, over 55% rated it as *inadequate* or *fair*. Of those who rated *public transportation*, nearly 50% felt it was either *inadequate* or *fair*. While *self transportation* received an overall rating of *fair* to *good*, 45.9% rated it as *inadequate* and 45.9% rated it as *excellent*. Table 8 presents the findings.

Table 8. Adequacy of Transportation

Item	Inadequate	Fair	Good	Excellent	Mean
Special transportation (43)*	18 (41.9%)	6 (14.0%)	4 (9.3%)	15 (34.9%)	2.37
Public transportation (47)*	18 (38.3%)	5 (10.6%)	16 (34.0%)	8 (17.0%)	2.30
Family and friends transportation (42)*	9 (21.4%)	4 (9.5%)	13 (31.0%)	16 (38.1%)	2.86
Self transportation (37)*	17 (45.9%)	1 (2.7%)	2 (5.4%)	17 (45.9%)	2.51
1=Inadequate…4=Excellent *Total number responding					

Figure 9 shows how respondents rated community-based transportation opportunities for people with disabilities. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based transportation was rated as *fair* (16.7%) or *inadequate* (61.1%) by nearly 80% of the respondents.
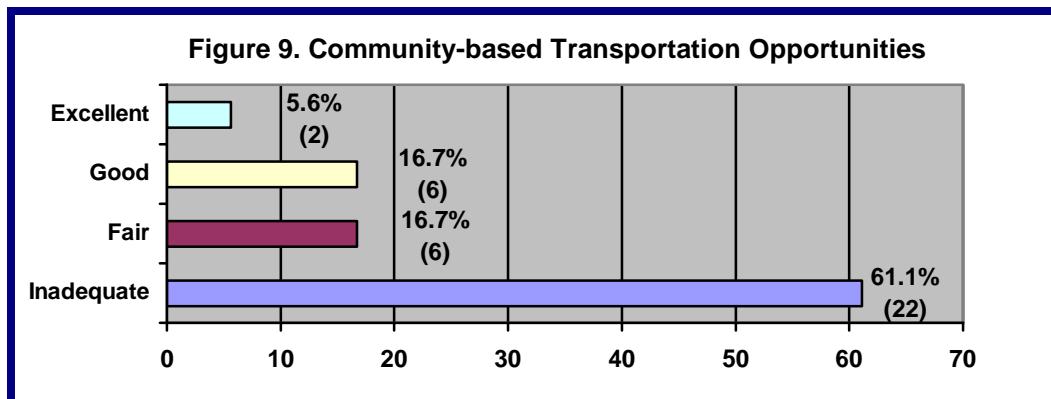
Figure 9. Community-based Transportation Opportunities

Rating	Value
Excellent	5.6% (2)
Good	16.7% (6)
Fair	16.7% (6)
Inadequate	61.1% (22)

(Horizontal bar chart, x-axis 0 to 70)

Transportation Focus Group Discussion in Region XI:

Focus group participants in Region XI discussed issues related to transportation including 1.) Problems and challenges, and 2.) Help and support received for transportation. Discussion of transportation issues as it relates to the focus groups conducted in Region XI is provided in detail below.

Transportation Challenges/Problems:

Focus group participants discussed some of the challenges and problems they have experienced in trying to obtain transportation. One common theme among the focus groups was related to *availability and transportation options* (10 comments). Illustrative comments about the top common

Figure 10. Transportation Challenges/Problems Region XI St. Louis

(Bar chart, y-axis Frequency 0 to 12)

- Availability and transportation options, especially in rural areas. — 10
- Cost to meet transportation needs. — 6
- Reliable, consistent transportation services (e.g. arrive on time). — 4
- Limited routes to fully access community, especially in rural areas. — 2

transportation themes from the focus groups are provided in detail below and presented in Figure 10.

11
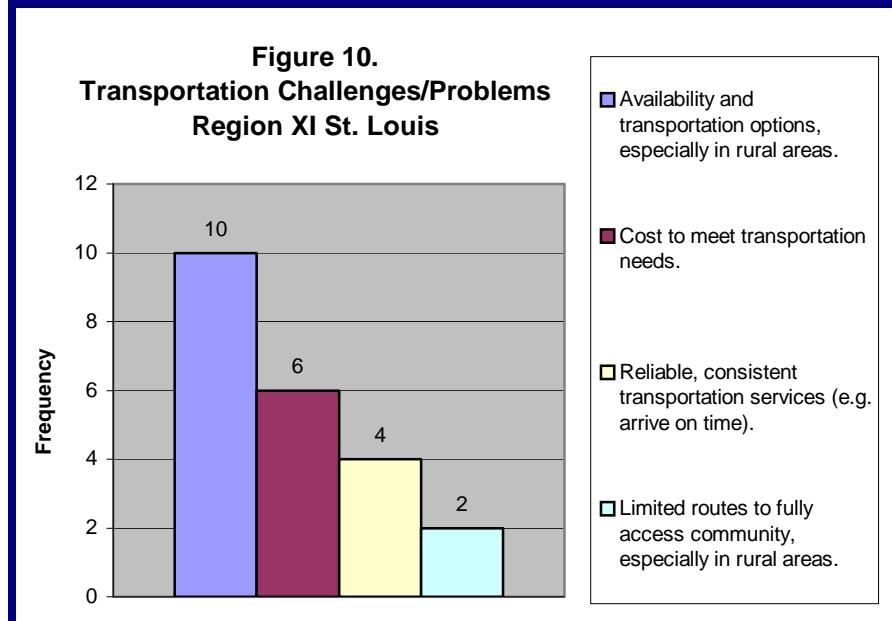
Availability and Transportation Options (10 comments):

Several focus group participants discussed the lack of availability of transportation and options as it related to the Region XI areas. Several focus group participants voiced their concern that there is *no public transportation* and *no mass transit*. One city mom *can't get transportation to see her daughter in county – stops very far from where she needs to go with lots of transfers*. Self advocates also report not *being able to get certain places because there is no public transportation*. One participant is *dependent upon family who are getting older* and another shared that *even if we could afford other facilities we don't have transportation*. Another parent shared that their *son can't get a part time job because of lack of transportation*.

Cost to meet transportation needs (6 comments):

Focus group participants also discussed the cost to meet transportation needs. Some concerns participants had were with *finding funding for van lift* and that *bus fare is cost prohibitive*. One person brought up the point that *transportation costs too high for JCTransit – you have to pay and after medical bill paid it makes it difficult to afford. Cost is $2 one way and JCTransit has limited times you can use with no late nights and limited weekends.* Another person echoed this concern commenting that *even $4 for round trip can be expensive for someone on a fixed income*. One parent shared that their *daughter can't get transportation through Regional Center because it's too expensive*.

Transportation Help and Support:

Focus group participants in Region XI discussed the types of help and support they had received for transportation. The most common type of support was *various public transportation providers or collaborations* (11 comments). Illustrative comments as they relate to the top common transportation help themes are provided in detail below. The common themes are presented in Figure 11.

Figure 11.
Transportation Help/Support -
Region XI St. Louis

■ Various public transportation providers or collaborations.

■ Transportation resources offered through community agencies and organizations.

□ Volunteers to assist with transportation.

□ Family provides transportation supports.

■ Specialized transportation services for persons with disabilities.

Values shown on chart: 11, 4, 2, 1, 1 (Frequency)
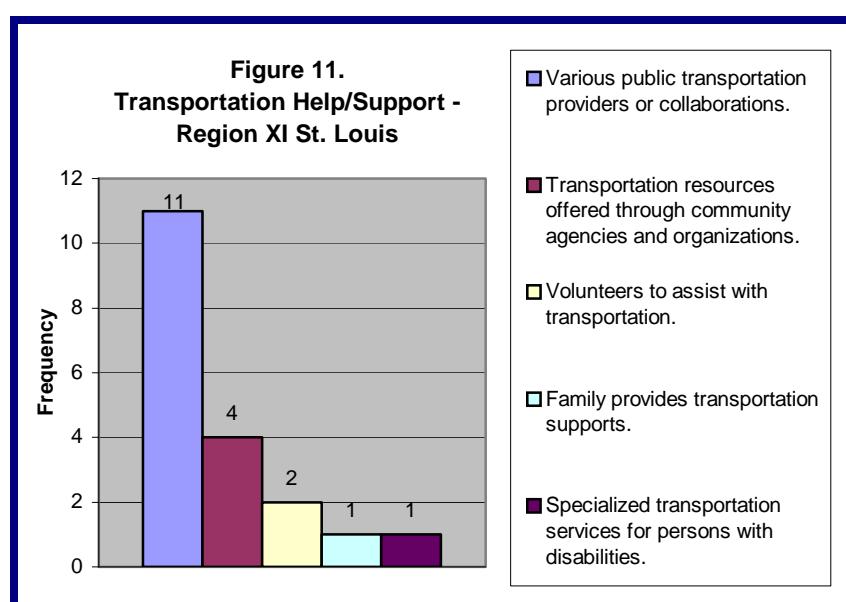
Various Public Transportation Providers or Collaborations (11 comments):

Some areas in Region XI offer public transportation providers. There are also different kinds of collaborations between different organizations, transportation providers, and parents to ensure appropriate transportation is available. Transportation options that were noted were *the city bus, JCTransit, OATS, a bicycle, and EMT for transportation.* Two group participants noted that *there is a van at the facility where they live.* One person shared that *when she lived in St. Louis she took bi-state bus to work – she knows how to ride a public bus but none are available in Jefferson County.* A parent commented that *transportation is not a problem while my son is in high school. He had a cab take him to and from his part time job last summer and that was paid for.*

Transportation Resources Offered Through Community Agencies (4 comments):

Community agencies and organizations provide some transportation for people with disabilities in the Region XI area. One focus group participant mentioned that *public schools provide transportation to and from school.* Two other participants found churches to be helpful *some churches arrange for transportation to and from services.* Another mentioned that the *Variety club has provided some support.*

CHILDCARE ISSUES

Respondents were asked to identify the childcare option used most and least in their community by families who have a child with a disability. The childcare options given in the survey included: (1) regular childcare; (2) segregated or special childcare; and (3) family or friends. Most noted that *family or friends* were the *most likely* choice for childcare (57.9%). Few (26.3%) saw *segregated or special childcare* as the *most likely choice*, and over 70% saw *regular childcare* as the *least likely choice*. (See Table 9.)

Table 9. Most and Least Likely Child Care Choice

Item	Regular childcare	Segregated or special childcare	Family or friends
Most likely childcare	6 (15.8%)	10 (26.3%)	22 (57.9%)
Least likely childcare	23 (71.9%)	6 (18.8%)	3 (9.4%)

The adequacy of childcare options was assessed on a four-point scale (1=Inadequate… 4=Excellent). The lowest rating was for *regular childcare*, which received a mean rating of 2.19. The highest rating was for *family childcare* (mean of 2.86). Over two-thirds of those rating this option rated this type of childcare as *good* or *excellent.*

Table 10. Adequacy of Child Care

Item	Inadequate	Fair	Good	Excellent	Mean
Regular childcare (31)*	11 (35.5%)	6 (19.4%)	11 (35.5%)	3 (9.7%)	2.19
Segregated childcare (31)*	10 (32.3%)	7 (22.6%)	10 (32.3%)	4 (12.9%)	2.26
Family childcare (35)*	3 (8.6%)	6 (17.1%)	19 (54.3%)	7 (20.0%)	2.86
*Scale: 1=Inadequate...4=Excellent *Total number responding*					

Figure 12 reflects how respondents rated the opportunities for community-based childcare for families with a child who has a disability. The rating was on a four-point scale (1=Inadequate…4= Excellent). Opportunity for community-based childcare for children with disabilities was rated as *inadequate* by 42.4% of the respondents, and *good* by 24.2%.
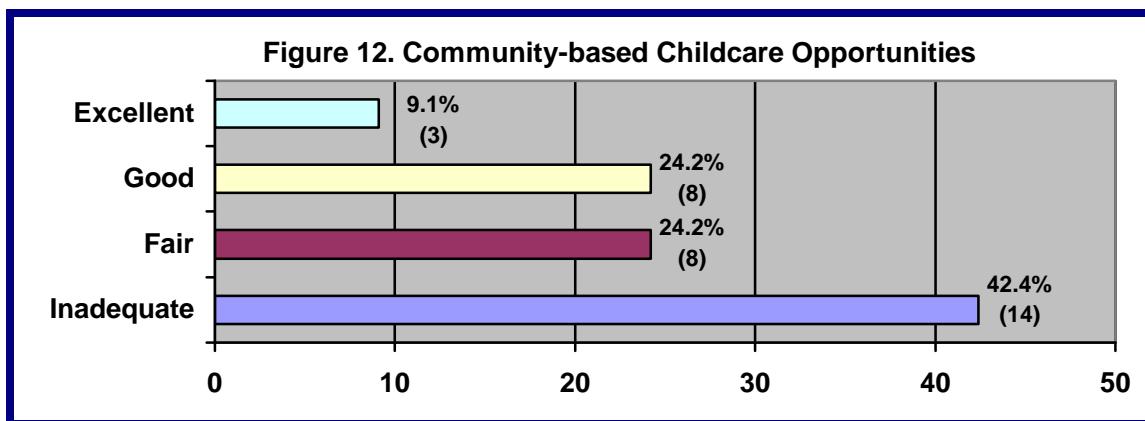
Figure 12. Community-based Childcare Opportunities

- Excellent: 9.1% (3)
- Good: 24.2% (8)
- Fair: 24.2% (8)
- Inadequate: 42.4% (14)

Childcare Focus Group Discussion in Region XI:

Focus group participants discussed the problems and challenges they have experienced in trying to obtain childcare for their child with a disability. In addition, the focus groups also examined the types of childcare helps and supports available. This section presents the findings from focus groups in the Region XI service area in detail.

Childcare Problems:

Participants in the focus groups conducted in Region XI discussed the challenges and problems they experienced in trying to obtain childcare. One common theme that emerged from the focus groups was that there are *few or no options for childcare* (7 comments). Common themes from focus groups conducted in Region XI about childcare problems from the focus groups is shown in Figure 13 and presented in detail below.

Few or No Options for Childcare (7 comments):

Focus group participants felt there were few or no options for childcare for their child or children with disabilities. Several participants commented on how this lack of childcare has affected their families. One participant commented *many providers (individual and agency) not willing to accept child with special needs.* Other issues that were brought up were:

Figure 13. Childcare Problems - Region XI St. Louis

- Few or no options for childcare.
- Systems requirements may limit childcare services.
- Lack of family/friends to provide childcare.
- Excessive costs for childcare.
- Childcare schedules not flexible or accommodating enough for families.

*Can't do anything last minute – lack of respite providers, no personal friends or family who would provide care, can't just use anyone – quality is an issue,* and *I can't work because there's no care for my daughter – nothing exists – there's a huge need.*
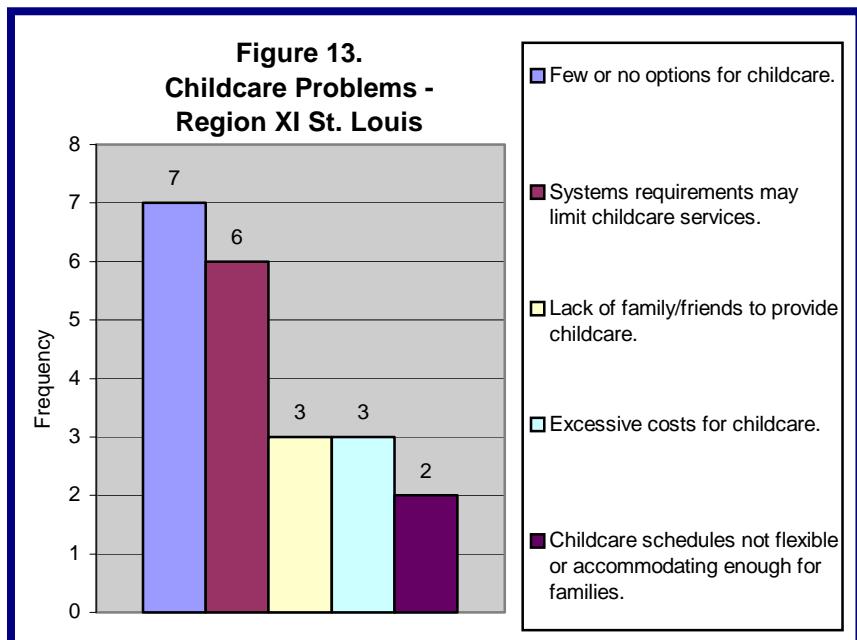
Systems Requirements may Limit Childcare Services (6 comments):

Systems requirements limiting childcare was an issue that was brought up during the focus groups. Participants discussed problems that arose when their children got older because *it is just easier to find childcare when kids are younger. Once a child gets older than 12 it becomes a problem because daycare centers will not accept them.* This parent also added *Child Day Care Association offers a provider list of agencies and individuals to interview. I have used people from the respite list (private pay) and sometimes it worked.* There seems to be a gap in care for teenagers as several parents explained *Nothing is available through the school – Adult day programs are only 6 hours 4-5 days a week and there are few options for anyone over age 12.* Another parent explained *my son is now 18 and a problem because people who are available are either too old (unable to do physical lifting) or too young (embarrassing for him). And yet another parent* had some difficulty in finding companionship/respite for older teens and adults with disabilities.

Childcare Help and Support:

The types of childcare helps and supports that people in Region XI have received were also discussed in focus groups conducted throughout the area. Some of the things people found to be helpful were:

- *Some kids with disabilities able to go in to regular childcare settings depending on the level of disability*
- *Day program for adult child provides some assistance*
- *Siblings often used as babysitters*

- *We used family members - I didn't work outside the home - had older children who helped*
- *Respite through MRDD very helpful*
- *Respite budget allows for some care but not easy to find providers*
- *Latchkey (YMCA)*
- *Parents Learning Together (Arc program)*

EARLY INTERVENTION SERVICE ISSUES

The next section of the survey examined issues related to early intervention programs or services. The programs that the survey focused on were: (1) First Steps; (2) special needs pre-school; (3) Head Start; (4) regular pre-school; and (5) therapies. *First Steps* was indicated as the *most likely* to be used by 54.3% of the survey respondents. *Regular preschool* was identified as *least likely* to be used by 43.8% of the respondents.

Table 11. Most and Least Likely Early Intervention Service Choices

Item	First Steps	Special needs pre-school	Head Start	Regular pre-school	Therapies
Child services	19 (54.3%)	6 (17.1%)	6 (17.1%)	2 (5.7%)	2 (5.7%)
Child services least likely	3 (9.4%)	5 (15.6%)	7 (21.9%)	14 (43.8%)	3 (9.4%)

The adequacy of early intervention services was rated on a four-point scale (1=Inadequate…4=Excellent). *First steps/infant-toddler programs* received the highest mean rating (3.06). Table 12 presents the data.

Table 12. Adequacy of Early Intervention Services

Item	Inadequate	Fair	Good	Excellent	Mean
First steps/infant-toddler programs (33)*	2 (6.1%)	6 (18.2%)	13 (39.4%)	12 (36.4%)	3.06
Special needs pre-school (34)*	4 (11.8%)	8 (23.5%)	15 (44.1%)	7 (20.6%)	2.74
Head Start (20)*	1 (5.0%)	8 (40.0%)	6 (30.0%)	5 (25.0%)	2.75
Regular pre-school other than Head Start (27)*	3 (11.1%)	10 (37.0%)	12 (44.4%)	2 (7.4%)	2.48
Therapies (31)*	5 (16.1%)	7 (22.6%)	11 (35.5%)	8 (25.8%)	2.71
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 14 shows how respondents rated the availability of early intervention services in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Approximately 56% of the respondents saw early intervention services as *mostly available* or *somewhat available.*

Figure 14. Early Intervention Opportunities

Rating	Value
Very Available	38.2% (13)
Mostly Available	20.6% (7)
Somewhat Available	35.3% (12)
Not Available	5.9% (2)
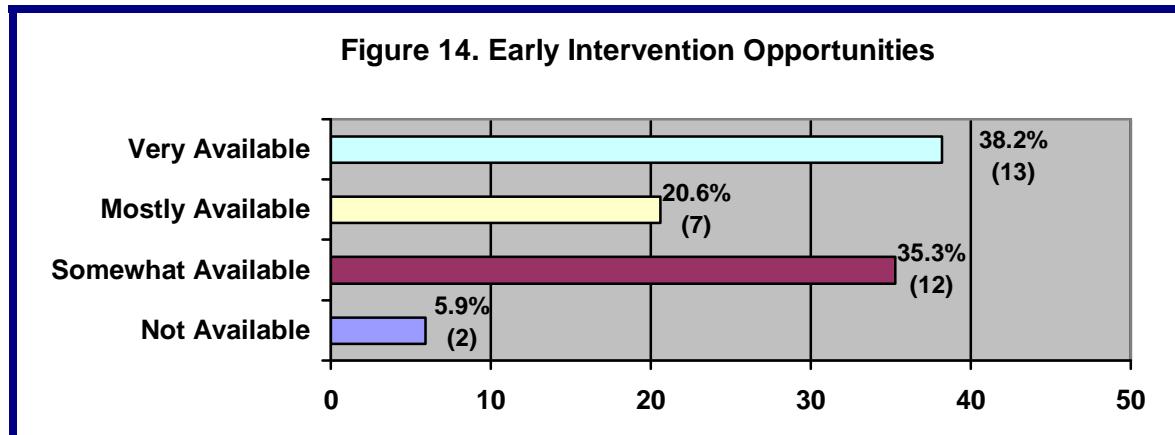
Early Intervention Focus Group Discussion in Region XI:

Focus group participants in the Region XI service area discussed the ways that early intervention services and supports had helped to enhance potential. Early intervention and related issues are presented in detail below.

Early Intervention Services and Supports:

Focus group participants are getting early intervention services and supports from a variety of different entities. One common source for early intervention is through community resources such as churches, and civic organizations that support early intervention (10 comments). Common themes from focus groups conducted in Region XI about early

Figure 15. Early Intervention Service/Supports - Region XI St. Louis

Frequency values: 10, 4, 4, 2

Legend:
- Other community resources (e.g. churches, civic organizations) supporting early intervention services.
- First Steps program and other infant/toddler programs provided early intervention supports.
- Therapies provided (e.g., OT, ST, ST) to facilitate the child's developmental progress.
- Parent to Parent connections/support groups (i.e. information sharing resources).

intervention from the focus groups is shown in Figure 15 and presented in detail below.

17

Other Community Resources (10 comments):

Focus group participants have found early intervention services and supports through community organizations and agencies. Comments people shared about particular places people found to be helpful are listed in detail below:

- "I don't know where we would be without the Belle Center"
- MRDD case manager is very good.
- Parents as teachers referred to speech program--Children's Learning and Rehabilitation Center
- Child Haven
- Ursuline Academy in Crystal City allows some children with disability to attend
- Children's Hospital in St. Louis helped by referring
- Good Shepherd school in St. Louis area was very good program. Our son was progressing well until he left there and attended public school.
- United Services - good program
- My daughter started United Services at 3 years old - good program
- My son started at United Services

EDUCATIONAL SERVICE ISSUES

The survey respondents were asked what type of school services were most and least likely to be used. The types of educational services were: (1) included in regular public school education; (2) special public school education; (3) state school education; and (4) private home education. Only one person used *private/home education* (3.1%). Respondents indicated that the most often used educational service was *special public school education* (71.9%). (See Table 13.)

Table 13. Most and Least Likely Educational Services Choices

Item	Included in regular public school education	Special public school education	State school education	Private/home education
What types of educational programs most likely to use	4 (12.5%)	23 (71.9%)	4 (12.5%)	1 (3.1%)
What types of educational programs least likely to use	6 (21.4%)	1 (3.6%)	7 (25.0%)	14 (50.0%)

The adequacy of educational services was rated on a four-point scale (1=Inadequate…
4=Excellent). The highest rated educational type was *state school* (mean of 2.40). The lowest
was *Included in regular public school education* (mean of 2.00). Table 14 presents the findings.

Table 14. Adequacy of School Services

Item	Inadequate	Fair	Good	Excellent	Mean
Included in regular public school education (39)*	13 (33.3%)	14 (35.9%)	11 (28.2%)	1 (2.6%)	2.00
Special public school education (39)*	11 (28.2%)	9 (23.1%)	15 (38.5%)	4 (10.3%)	2.31
State school (20)*	6 (30.0%)	4 (20.0%)	6 (30.0%)	4 (20.0%)	2.40
Private-home education (19)*	6 (31.6%)	7 (36.8%)	2 (10.5%)	4 (21.1%)	2.21
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Respondents were asked to rate the availability of (1) inclusive educational opportunities;
(2) transition services; and (3) post-high school opportunities in their community. Figures 16-18
detail the results.

Figure 16 shows how respondents rated the availability of inclusive educational services
in their community. The rating was on a four-point scale (1=Not Available…4= Very
Available). *Inclusive educational opportunities* were seen as *somewhat available* by 53.5% of
the respondents.
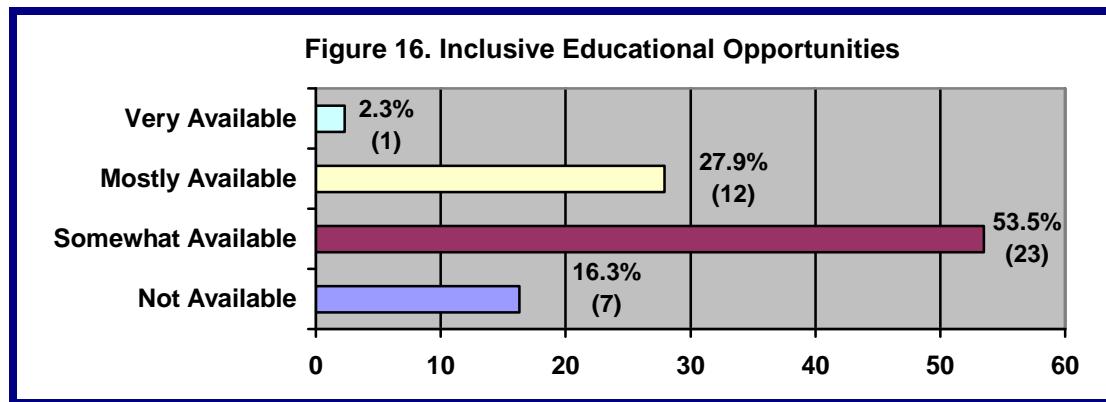
Figure 16. Inclusive Educational Opportunities

Figure 17 shows how respondents rated the availability of transition services for people
with disabilities from school to work in their community. The rating was on a four-point scale
(1=Not Available…4= Very Available). *Transition services* were seen as *somewhat available* by
66.7% of the respondents.
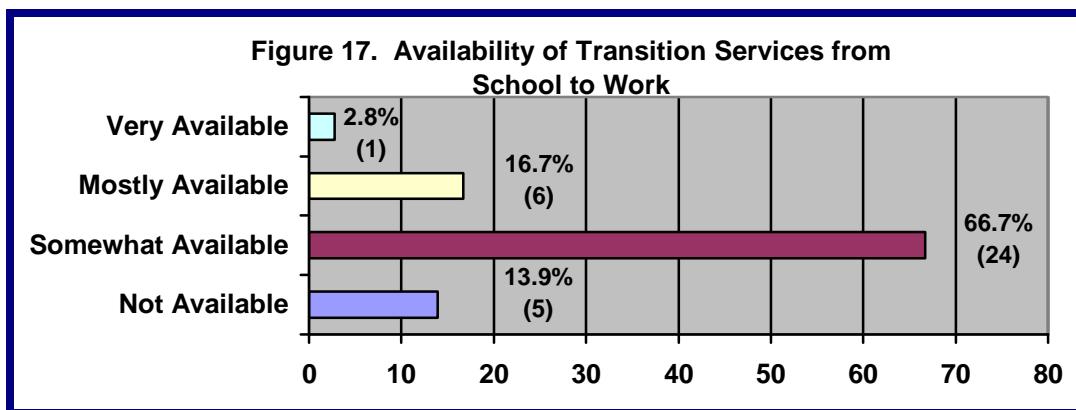
Figure 17. Availability of Transition Services from School to Work

Rating	Percentage (count)
Very Available	2.8% (1)
Mostly Available	16.7% (6)
Somewhat Available	66.7% (24)
Not Available	13.9% (5)

Figure 18 shows how respondents rated the availability of post-high school educational opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of post-high school educational opportunities was seen as *somewhat available* by 56.7% of the respondents.

Figure 18. Availability of Post-high School Educational Services

Rating	Percentage (count)
Very Available	3.3% (1)
Mostly Available	10.0% (3)
Somewhat Available	56.7% (17)
Not Available	30.0% (9)
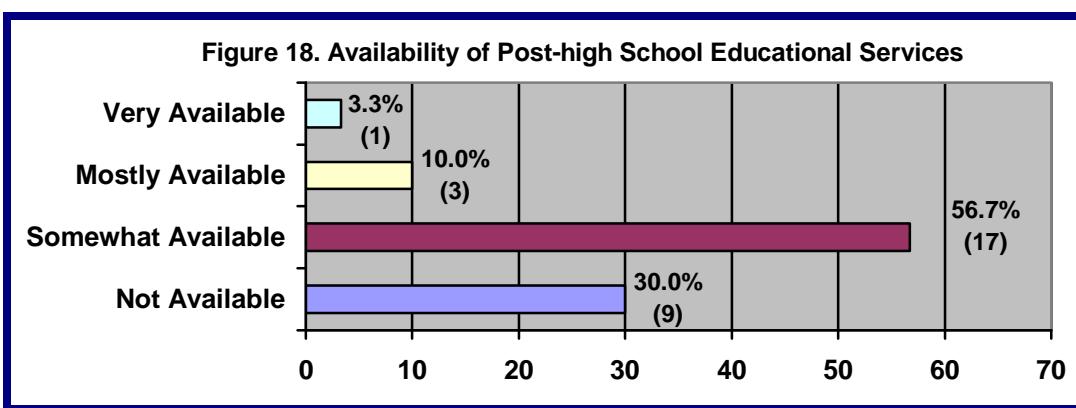
Education Focus Group Discussion in Region XI:

Experiences with the educational system were discussed in focus groups conducted in Region XI. Focus group participants shared 1.) the barriers and problems experienced with education, and 2.) the helps and supports received that helped maximize educational potential. Focus group discussions related to education are provided in detail below.

Educational Problems and Challenges:

Focus group participants in Region XI discussed the types of challenges and problems they have experienced with the education system. One common theme discussed by the focus group participants was the *lack of quality, individualized supports that are minimizing student potential (15 comments).* Illustrative comments from the top common themes are provided in detail below. Themes related to challenges and problems in education are presented in Figure 19.

Lack of Quality, Individualized Supports (15 comments):

Several focus group participants commented on the lack of quality, individualized supports for educating individuals with disabilities. One focus group participant stated that they *had to take child out of school because of poor quality care.* Another felt their *experience with city school districts* was *"horrible"* and a second echoed that comment by saying *administration in city school district* is *"terrible".* Other comments related to the lack of quality, individualized supports were: *school did not listen to parents, MAP testing is a problem for special education students, more job training and transition planning needed,* and *there is a lack of computer training courses to take in public schools.* One parent shared their feelings about DESE saying *DESE is failing children with special education needs and they are focused on discipline rather than education.*

Figure 19. Education Challenges/Problems - Region XI St. Louis

Legend:
- Lack of quality, individualized supports are minimizing student potential.
- Issues with the Individual Education Planning process.
- Lack of school knowledge of best practices supports for students with DD.
- Lack of parental, and other advocacy, affects the obtaining of needed supports.

Values: 15, 11, 5, 5 (Frequency)
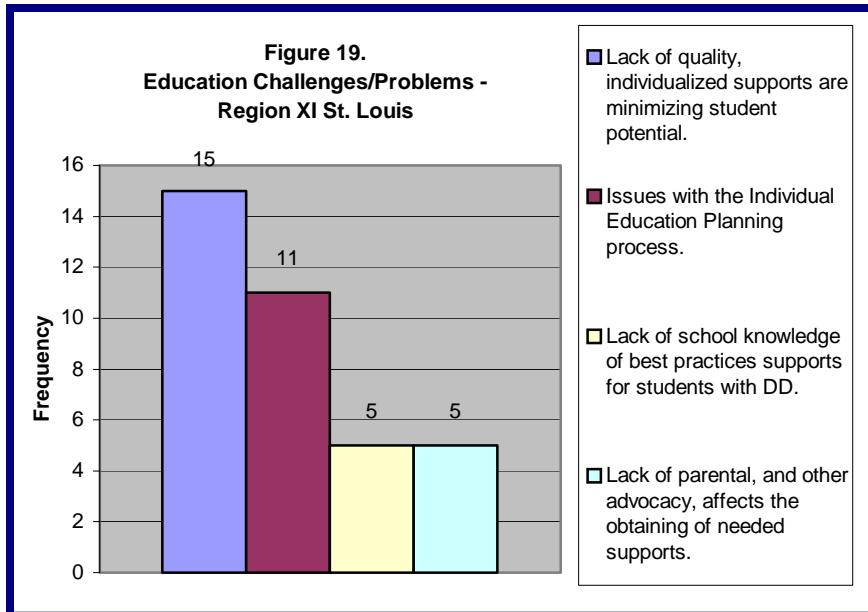
Issues with the Individual Education Planning process (11 comments):

There were many important issues discussed regarding the Individual Education Planning process. Some parents felt as though the *IEPs are being filled out prior to meeting and parent input, like all decisions have been made before the group even sits down to the IEP,* and that *the administrator's reputation is so awful that parents over prepare and are very stressed about the IEP process.* One person noticed that *the facility where IEP are held is "horrendous"* with *no confidentiality*, *PT evaluation held in a closet* and *it is not welcoming at all.* One parent *left IEP in tears – PT said "well, cant she do anything?"* was told that parent's goals were *"inappropriate" – very upset by the way she was treated and other city parents in the room were also treated poorly.* Another parent was *okay with original IEP but received a letter the week before school was to begin stating that her child was moving from 4 half days to 5 full days – not at all what the family wanted for their 3 year old.* Two other comments to note are that *the city school district is not in compliance with IEP law* and that *there are errors all over city IEPs – birth dates, names, number of minutes all wrong – city parents compared written IEPs and they [the errors] were almost identical. They feel that the district just uses a template and changes kids names.*

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Educational Help and Supports:

Focus group participants also discussed the types of education help and support they had received. One common them among the participants in the Region XI focus groups had to do with *supports received from other agencies that assisted students, families, and school systems*.

Illustrative comments about education help and support are provided in detail below. Common themes are presented in Figure 20.

Supports received from other agencies that assisted students, families, and school systems (4 comments):

Job assistance programs were reported as successful/positive experiences according to some focus group participants. The

**Figure 20.
Education Help/Support -
Region XI St. Louis**

Legend:
- Supports received from other agencies that assisted students, families, and school systems.
- Early childhood programs facilitated child's readiness for school.
- Teachers and classroom aides supported the student to be successful.
- Student received focused support from school.

Parents Learning Together Program was very important for two self-advocates - Teaching the women parenting skills/literacy skills. Another participant received help from the *College for Living - lots of participation from members of this group. Participants would also like more access to the community colleges (reading, math, current events, history). General consensus was that self-advocates liked College for Living.* Another person shared that the *Community College - has been good for one parent's daughter. Basic Literacy courses are good.*

Early childhood programs facilitated child's readiness for school (3 comments):

There were a few comments about the *early childhood programs facilitated child's readiness for school.* One individual stated that the *early childhood programs did a good job of preparing daughter for school. She is in "regular" class now.* Another person added *First Steps is great!* Most families had good experiences with preschools explaining that *staff is very willing to work with the entire family - very positive.*
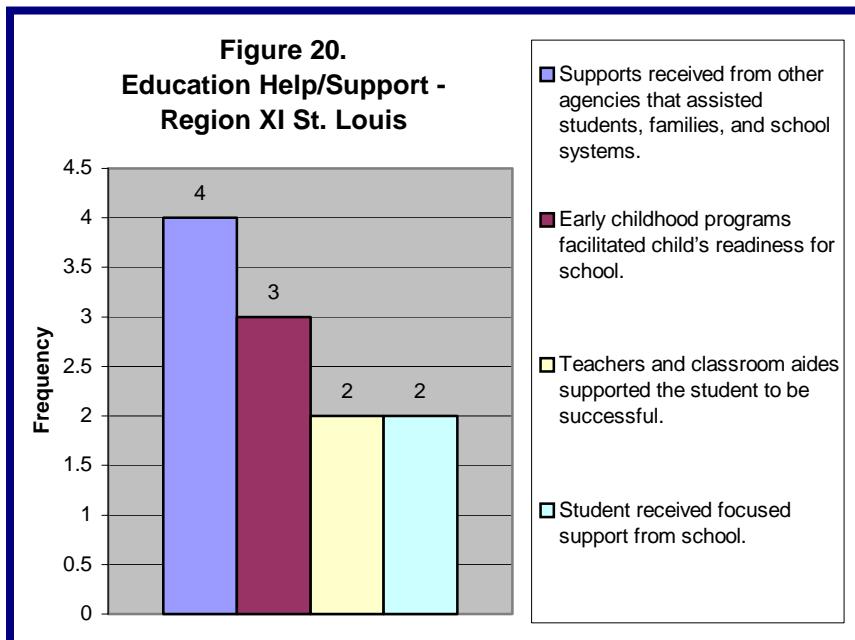
HEALTH CARE SERVICE ISSUES

Survey respondents were asked to identify where people with disabilities were most likely or least likely to go to get health care services in their community. Respondents were asked to select from the following types of health care services: (1) hospitals/emergency room; (2) doctor's office; (3) community health clinics; (4) residential health center; and (5) local health departments. The majority of the respondents indicated that people with disabilities received their health care at the *doctor's office* (69.2%). Few used *community health clinics* (2.6%). (See Table 15.)

Table 15. Most and Least Likely Health Care

Item	Hospitals/ Emergency room	Doctor's office	Community health clinics	Residential health care center	Local health departments
Where most likely to go for health care services	7 (17.9%)	27 (69.2%)	1 (2.6%)	2 (5.1%)	2 (5.1%)
Least likely to go	7 (19.4%)	3 (8.3%)	5 (13.9%)	11 (30.6%)	10 (27.8%)

The adequacy of health care services was assessed on a four-point scale (1=Inadequate… 4=Excellent). *Hospitals/emergency rooms* were rated by over 45% of the respondents as *inadequate* (18.9%) or *fair* (26.4%). *Residential health care center* received the highest mean rating (3.17) and *Hospitals/emergency rooms* received the lowest mean rating (2.55).

Table 16. Adequacy and Availability of Health Care Services

Item	Inadequate	Fair	Good	Excellent	Mean
Hospitals/emergency room (53)	10 (18.9%)	14 (26.4%)	19 (35.8%)	10 (18.9%)	2.55
Doctor's office (54)*	4 (7.4%)	11 (20.4%)	25 (46.3%)	14 (25.9%)	2.91
Community health clinics (34)*	4 (11.8%)	11 (32.4%)	6 (17.6%)	13 (38.2%)	2.82
Residential health care center (29)*	4 (13.8%)	3 (10.3%)	6 (20.7%)	16 (55.2%)	3.17
Local health department (30)*	3 (10.0%)	5 (16.7%)	8 (26.7%)	14 (46.7%)	3.10
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 21 shows how respondents rated the availability of health care services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of health care services was rated as *somewhat available* (38.0%) or *not available* (12.0%) by 50% of the respondents.
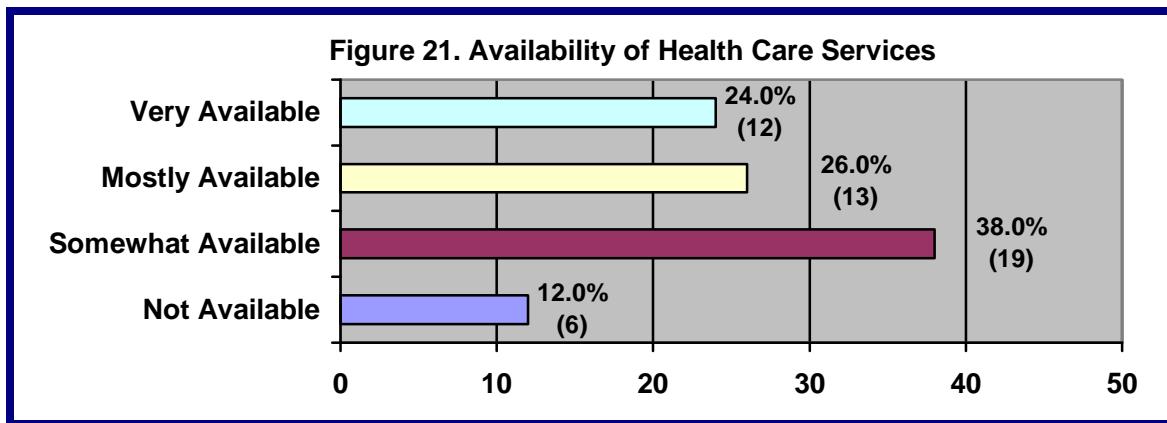
Figure 21. Availability of Health Care Services

Rating	% (n)
Very Available	24.0% (12)
Mostly Available	26.0% (13)
Somewhat Available	38.0% (19)
Not Available	12.0% (6)

Figure 22 reflects how respondents rated the availability of dental services for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). The availability of dental services was rated as *somewhat available* (26.1%), or *not available* (30.4%) by over 55% of the respondents.

Figure 22. Availability of Dental Services

Rating	% (n)
Very Available	15.2% (7)
Mostly Available	28.3% (13)
Somewhat Available	26.1% (12)
Not Available	30.4% (14)
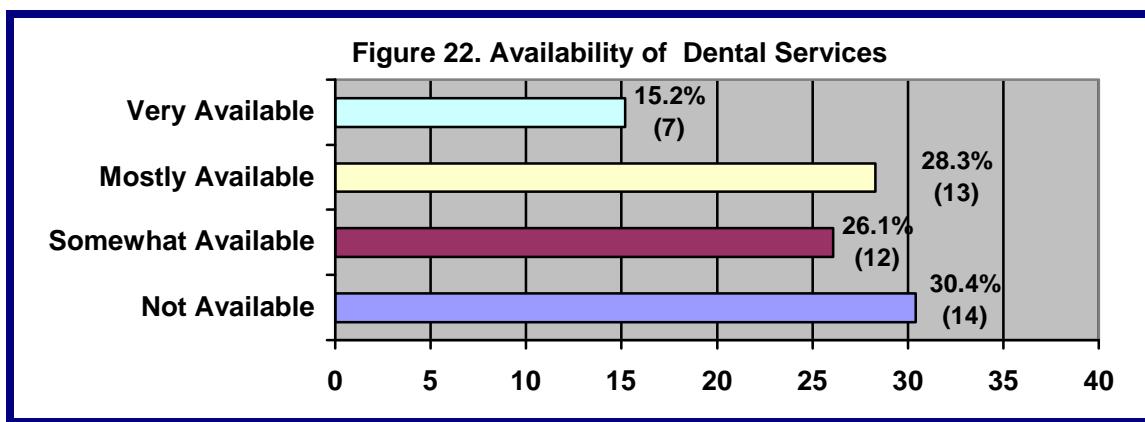
Healthcare Focus Group Discussion for Region XI:

Issues relating to healthcare for individuals with disabilities were discussed in the focus groups conducted throughout the Region XI service area. Focus group participants related the challenges and problems they had experienced trying to obtain healthcare. The types of healthcare help and support available were also discussed. Focus group discussion of healthcare related issues is presented in detail below.

Healthcare Challenges and Problems:

Healthcare challenges and problems that focus group participants had experienced in the Region XI service area were discussed. One common theme to emerge from the focus groups conducted in the Region XI area was with public health insurance program issues that impact persons with DD (15 comments). Illustrative comments related to the top common healthcare problems are provided below. The common healthcare problems themes are presented in Figure 23.

Figure 23.
Healthcare Challenges/Problems -
Region XI St. Louis
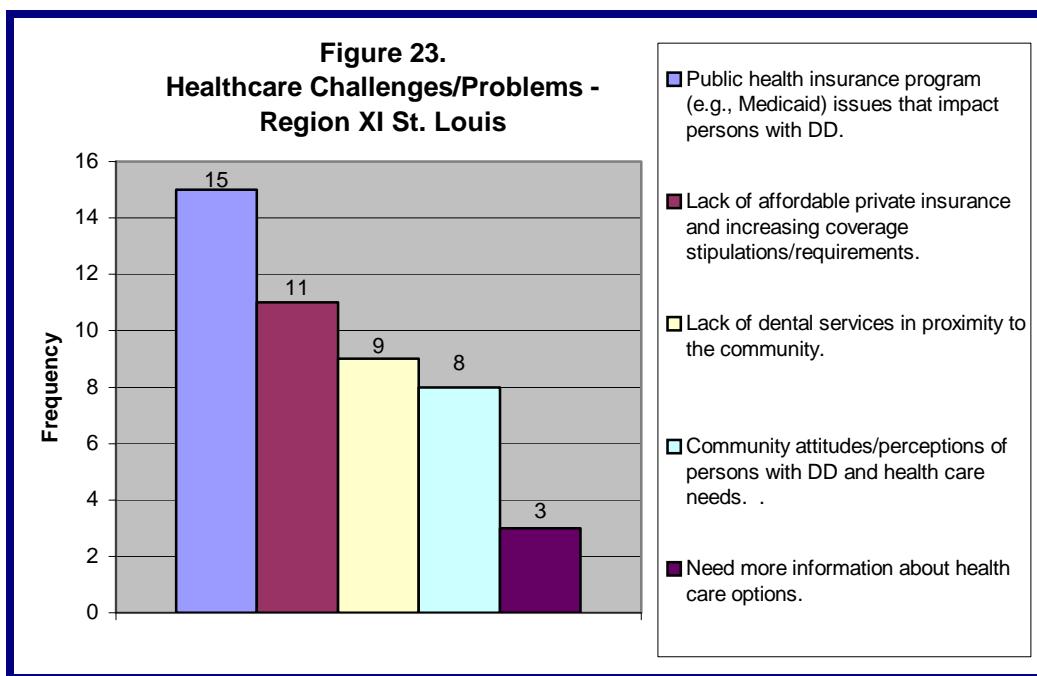
Public Insurance Issues Impact (15 comments):

Several public insurance issues impact individuals with developmental disabilities. There are *LOTS of concerns over Medicaid cuts*. It is *very hard to find doctors who will take Medicaid*. There is also a *fear over Medicaid commission reviewing plan to replace current system by 2008*. Some of the problems people shared with getting coverage are as follows:

- *One individual lost her Medicaid – does not go to the doctor anymore because she has no insurance*
- *Kids are getting services so they are covered - however mom uses son's Allbuterol (both have Asthma) because eh cannot afford her own*
- *Need glasses – can't afford them*
- *Needs a hearing aid – can't afford it – have been on waiting list forever*
- *Without Medicaid we could not meet our child's medical needs with $1500 for medication alone*
- *I have a hard time finding specialists who are willing to take my daughter*

Many people found it *difficult to find doctors who will take Medicaid* and they *lost vision and dental services under Medicaid recently.*

Lack of Affordable Private Insurance (11 comments):

Focus group participants commented on the lack of affordable private insurance. One participant shared this story: *An employer discontinued group health plan because of increase in premiums when employee had child with Down Syndrome – parent took another job to keep insurance for family.* Other concerns were that *the cost of medical care is a hardship, some people with disabilities cannot buy private insurance,* and *co-pays and deductibles are too high.* Another person shared that *premiums are going up and family has cut back on services they use to minimize co-payments.* One parent had *concerns over retirement and no longer being able to provide private health insurance.*

Lack of Dental Services in the Community (9 comments):

Many communities lack dental services for people with disabilities. One family has to *take daughter to St. Louis to see a dentist because no one else will see her.* Specialists were a concern to many people: *Good specialists sometimes hard to find, specialists aren't available locally,* and *for some specialists you cannot find doctors even if you do have insurance.* Additional comments made were: *One dentist we went to used methods you probably wouldn't like* and *dental is harder to find than any other medical field.*

Healthcare Help and Support:

Focus group participants discussed the types of healthcare supports and helps they have received. Some illustrative comments are provided below. The top common themes as relates to healthcare help and support are presented in Figure 24.

Some of the things people found to be helpful were *Medicaid, County Health Department, Elks Dental Clinic, COMTREA,*

**Figure 24.
Healthcare Help/Support -
Region XI St. Louis**

Legend:
- No problem finding medical and/or dental care.
- Doctors and other medical professionals.
- Hospitals and clinics.

Washington University—research grants, and the fact that *doctor's attitudes have improved over the years.* One parent shared that she *had a visit from another parent from the Down Syndrome Association while she was still in the hospital after giving birth - Found this to be a very positive experience.* Another parent shared that some of her *son's doctors who have treated for a long time under private insurance will continue to treat for free rather than deal with Medicaid.* Also, one person noted that there is *a dentist in Festus is very good with people who have disability. He has TV and headphones and keeps patients relaxed.*
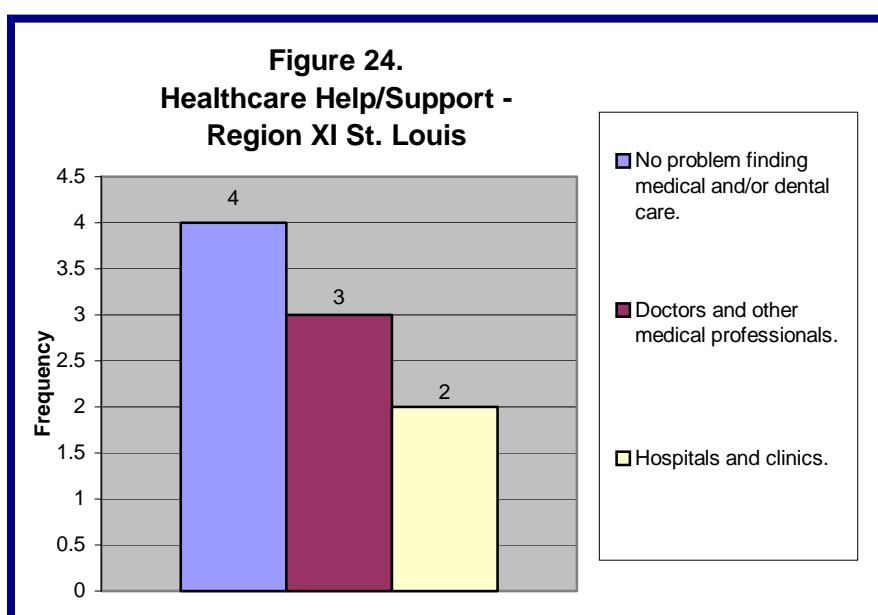
26

RECREATIONAL/SOCIAL OPPORTUNITY ISSUES

The next part of the survey was related to recreational and social opportunities for people with disabilities in their community. There were three types of opportunities that were addressed: (1) regular community sponsored recreation and social activities/events; (2) accessible community sponsored recreation and social activities/events; and (3) special/ segregated recreation and social activities/events. Over half of the respondents identified *special/segregated recreation and social activities/events* (58.3%) as being the most likely to be used while another 27.8% identified *accessible community sponsored recreation and social activity* as the type most often used. The least likely to be used was *regular community sponsored recreation and social activities* (13.9%). (See Table 17.)

Table 17. Most and Least Likely Recreational/Social Opportunities

Item	Regular community sponsored recreation and social activities	Accessible community sponsored recreation and social activity	Special/segregated recreation and social activities/events
What types of social activities most likely to use	5 (13.9%)	10 (27.8%)	21 (58.3%)
What types of social activities least likely to use	28 (84.8%)	2 (6.1%)	3 (9.1%)

The adequacy of the types of recreational and social opportunities was rated on a four-point scale (1=Inadequate … 4=Excellent). Of those rating *regular community sponsored* opportunities, almost 70% rated the opportunities as *fair* (33.3%), or *inadequate* (35.9%). *Accessible community sponsored opportunities* was rated as *fair* (42.9%) or *inadequate* (20.0%) by 62.9% of those who responded to the question. *Special/segregated* opportunities received the highest mean (2.79) of the three choices. (See Table 18.)

Table 18. Adequacy of Recreational/Social Opportunities

Item	Inadequate	Fair	Good	Excellent	Mean
Regular community sponsored (39)*	14 (35.9%)	13 (33.3%)	7 (17.9%)	5 (12.8%)	2.08
Accessible community sponsored (35)*	7 (20.0%)	15 (42.9%)	11 (31.4%)	2 (5.7%)	2.23
Special/segregated (39)*	7 (17.9%)	4 (10.3%)	18 (46.2%)	10 (25.6%)	2.79
*Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 25 shows how respondents rated the availability of accessible recreation opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of accessible recreation opportunities in the community was rated as *somewhat available* (51.2%) or *not available* (12.2%) by over 60% of the respondents.
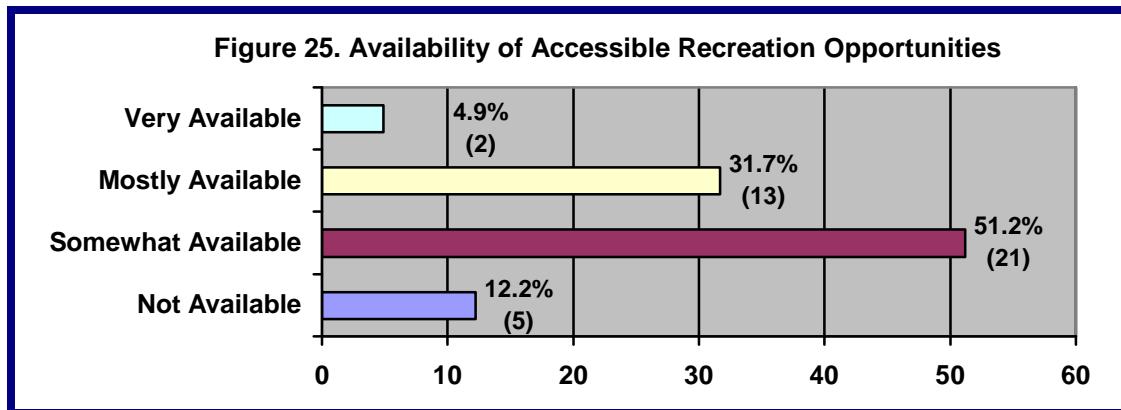
Figure 25. Availability of Accessible Recreation Opportunities

Rating	Percentage (Count)
Very Available	4.9% (2)
Mostly Available	31.7% (13)
Somewhat Available	51.2% (21)
Not Available	12.2% (5)

Figure 26 reflects how respondents rated the availability of social opportunities for people with disabilities in their community. The rating was on a four-point scale (1=Not Available…4= Very Available). Availability of social opportunities in the community was rated as *somewhat available* (58.5%), and *not available* (14.6%), by over 73% of the respondents.

Figure 26. Availability of Social Opportunities in the Community

Rating	Percentage (Count)
Very Available	7.3% (3)
Mostly Available	19.5% (8)
Somewhat Available	58.5% (24)
Not Available	14.6% (6)
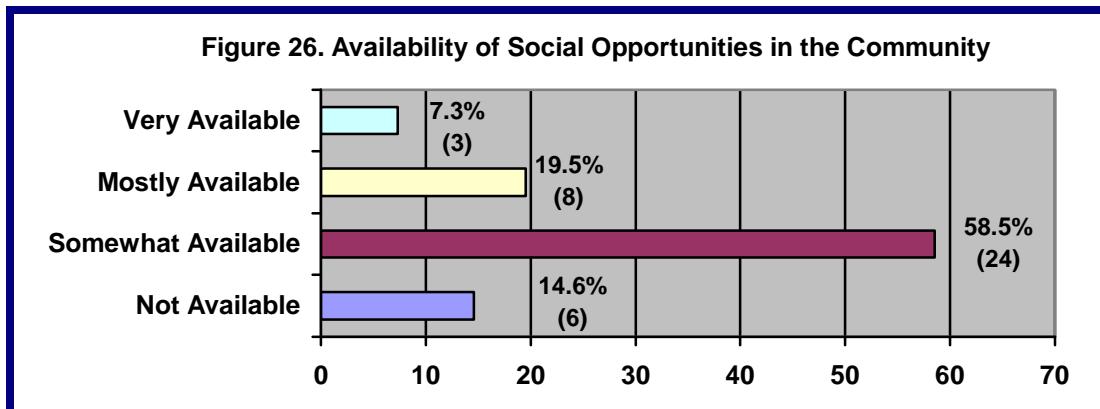
Recreation Focus Group Discussion in Region XI:

Participants in focus groups conducted throughout the Region XI area discussed the types of challenges and problems experienced in trying to participate in social and recreational opportunities. Focus group participants also discussed the types of social and recreational opportunities available to them in their respective communities. Detailed findings from the focus groups in Region XI are provided in the sections below.

Recreation Challenges and Problems:

Focus group participants discussed the challenges and problems that they have encountered in trying to find, or participate in, recreational and social activities in their communities. One common theme as discussed by focus group participants in Region XI was the fact that there are simply *no recreation opportunities available* for individuals with disabilities (7 comments). Illustrative comments related to the top common themes are provided in detail below. Figure 27 presents the common themes as discussed in focus groups in the Region XI area in detail.

No Recreation Opportunities Available (7 comments):

Some focus group participants stated that the *Y has problems supporting kids with disabilities* while others expressed that *there are not enough volunteers for some specialized programs* and that *some programs require an aide to attend to family member with disability – YMCA programs were available but they had staffing problems.* Another person added that *families often just bring their loved one along when they attend social functions and choose functions based on whether they can bring the person or not.* One parent shared that *some programs require an attendant and they do not provide one – the parent is expected to do it.*

**Figure 27.
Recreation Challenges/Problems -
Region XI St. Louis**

- Not enough supports for persons with DD to participate in recreation activities.
- Transportation issues (e.g., costs, schedules, availability).
- Need for more affordable recreation activities/events.
- Limited availability of accessible community-based social and recreation activities.
- No recreation opportunities available.

(Bar chart values: 7, 5, 5, 3, 2; Y-axis: Frequency 0–8)

Transportation Issues (5 comments):

The lack of dependable and safe transportation limits the types of recreational and social opportunities made available to them. Focus group participants had a difficult time *getting transportation to get to the recreation.* The location of activities cause problems for some people as they shared *locations not convenient to all areas of county* and *would like to go to the mall on the weekend but transportation is a problem because the mall is out of the county so JCTransit will not provide – need new and different activities.* Another person added that *some would like to join YMCA but no transportation.*
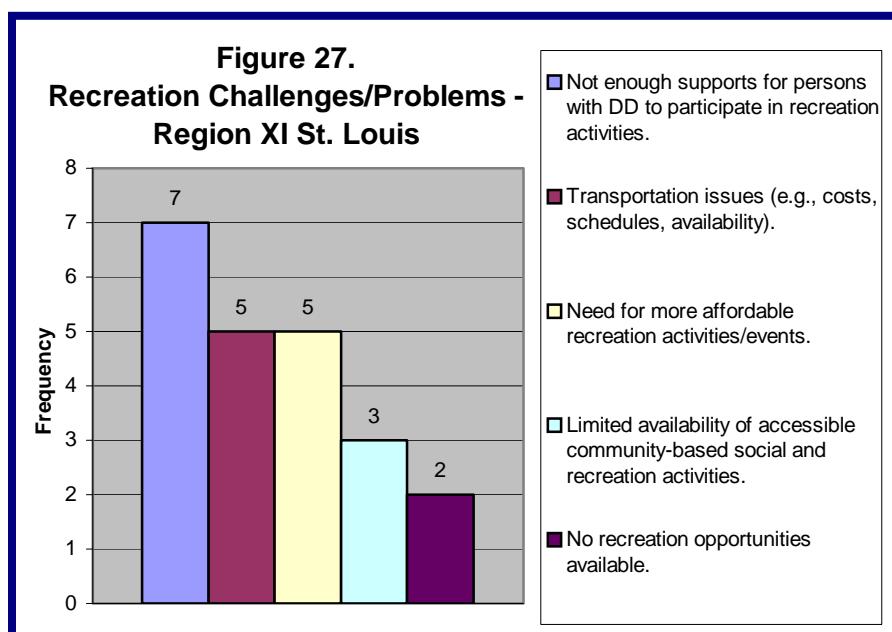
Need for more affordable recreation activities/events (5 comments):

There is a need for more affordable recreation activities and events. One person shared this comment: *After living expenses &/or therapies there is nothing left over for recreation. Community programs are available but cannot afford.* Another added that *there are camp programs that offer weekends for people with disabilities but they can be too expensive for some families.* One person *would like to play volley ball or other things in the general community but the cost is too high.*

Recreation Help and Support:

There are some opportunities for social and recreational activities in communities in the Region XI service area. One common support comes from *communities and organizations that provide accessible recreation options and support* (9 comments). Illustrative comments related to the top common recreation help and support themes in Region XI are provided in detail below. Common recreation help and support themes are presented in Figure 28.

Figure 28. Recreation Help/Support - Region XI St. Louis

- ■ Communities and organizations provided accessible recreation options and support.
- ■ Community initiatives that increased community recreation options for person with DD.
- ☐ Segregated programs that provided recreation programs/activities.

Communities and Organizations Provide Accessible Recreation (9 comments):

Focus group participants have found recreational and social opportunities through a variety of organizations in their communities. *There is a variety available in the St. Louis community – softball, basketball, the Cady train, integrative fitness program at the YMCA.* Other activities that people enjoy are:

- *Therapeutic Horsemanship in Wentzville*
- *New accessible playground at Forrest Park*
- *Water therapy*
- *Girl Scouts*
- *Bowling alleys (will set up bumpers)*
- *Parks and Recreation Council (inclusion facilitator a+)*

One person added that *church programs often provide support for children with disabilities for things like Vacation Bible School.* Another had *paid staff take them to restaurant, movies, shopping, etc.*
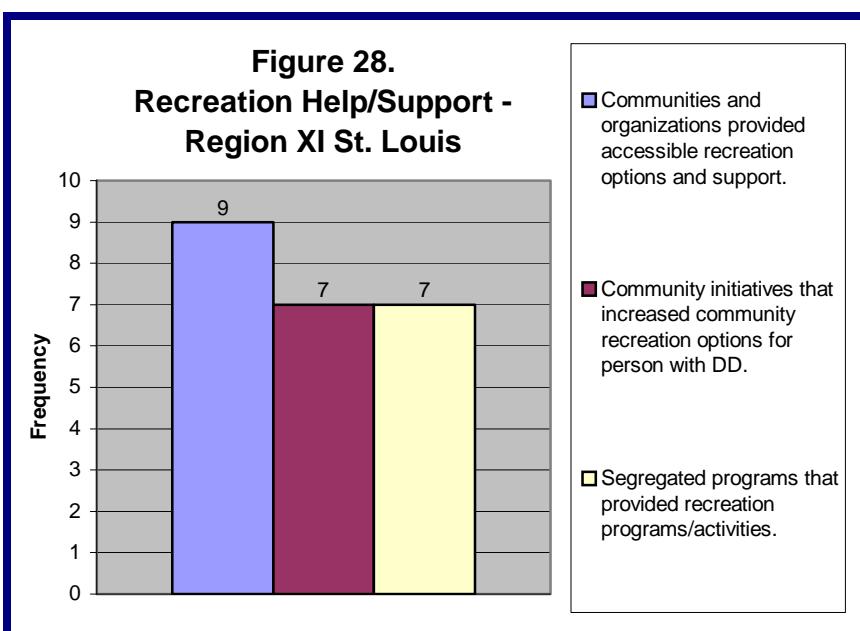
Community Initiatives increased Recreation Options (7 comments):

Some of the community initiatives that increased community recreation options that were discussed in the focus groups were:

- *St. Louis Arc's leisure program & cultural happenings program*
- *Rainbow Village – book club, coffee club, dinners with friends & staff*
- *Delta Gamma provides fun things for family to do together*
- *YMCA*
- *Willows Way – has a "client" who has created job coordinating information on specialized recreation*
- *Developmental Services has an individual support service that can help someone learn how to find and participate in recreation activities*
- *Therapeutic Horsemanship*

Segregated Programs Provide Recreation (7 comments):

Focus group participants also have access to social and recreational activities in segregated settings. Group homes provide these types of opportunities for many individuals with disabilities. Some of the ways people are involved are through: *TASK, Cultural Happenings Program St. Louis Arc, Disabled Athletes Sports Association, Special Olympics,* and *PEP.* Others mentioned that *Developmental Services has a leisure program* and that *the Disability Resource Association has a youth group and support groups.*

COMMUNITY RESOURCE/SUPPORT ISSUES

The next section of the survey looked at types of generic community resources/supports people with disabilities are likely to access in their community. The types of community services examined included: (1) civic organizations; (2) faith-based organizations; (3) social service organizations; and (4) family and friends. The type of community resource/support that was *most likely* to be used was *family and friends* (43.6%). The type of community resource/support least likely to be used was *civic organizations.* (See Table 19.)

Table 19. Most and Least Likely Community Resource/Support Choice

Item	Civic organizations	Faith-based organizations	Social service organizations	Family and friends
What type of community resources are people most likely to use?	4 (10.3%)	9 (23.1%)	9 (23.1%)	17 (43.6%)
What type of community resources are people least likely to use?	20 (64.5%)	5 (16.1%)	3 (9.7%)	3 (9.7%)

The adequacy of the types of generic community resources/supports was evaluated on a four-point scale (1=Inadequate …4=Excellent). Nearly 85% of the respondents rated *family and friends* as *good* (41.3%) or *excellent* (43.5%). *Family and friends* had a mean of 3.24. Faith-based resources were seen as *good* (37.8%) or *excellent* (21.6%) by nearly 60% of the respondents. Civic organizations were rated as *inadequate* by 36.7% of the respondents. (See Table 20.)

Table 20. Adequacy of Community Resources/Supports

Item	Inadequate	Fair	Good	Excellent	Mean
Civic organizations (30)*	11 (36.7%)	11 (36.7%)	7 (23.3%)	1 (3.3%)	1.93
Faith-based (37)*	8 (21.6%)	7 (18.9%)	14 (37.8%)	8 (21.6%)	2.59
Social organization (37)*	4 (10.8%)	18 (48.6%)	9 (24.3%)	6 (16.2%)	2.46
Family and friends (46)*	2 (4.3%)	5 (10.9%)	19 (41.3%)	20 (43.5%)	3.24
Scale: 1=Inadequate…4=Excellent *Total number responding*					

Figure 29 indicates how respondents rated how supportive their community is towards people with disabilities. The rating was on a four-point scale (1=Not Supportive…4= Very Supportive). Overall, approximately 77% of the respondents reported the support they receive from their community as *mostly* (25.0%) or *somewhat supportive* (52.1%).


Figure 29. Community Support
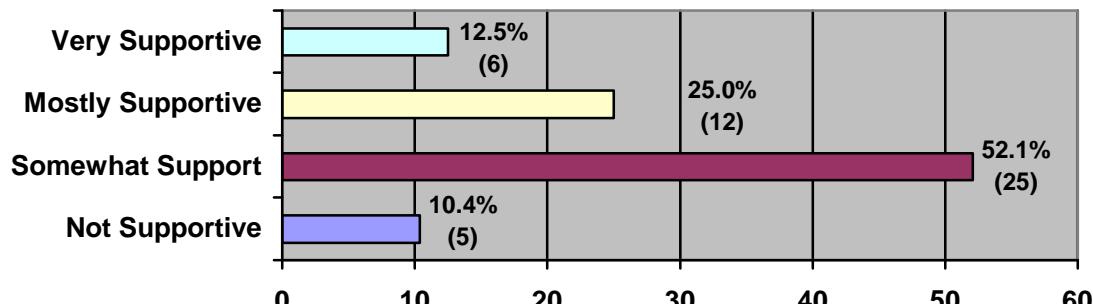
Community Supports Focus Group Discussion in Region XI:

The types of community supports that individuals with disabilities and their families receive and the general attitude of the community were discussed as part of the focus group conducted in the Region XI service area. Findings from these focus groups are provided in detail in the section below.

Community Supports Received:

The types of community supports that individuals with disabilities and their families receive were discussed. One common community support is from family, friends and neighbors (11 comments). Illustrative comments are provided in detail below. Common themes as related to community support are presented in Figure 30.

Figure 30.
Community Support Received - Region XI St. Louis
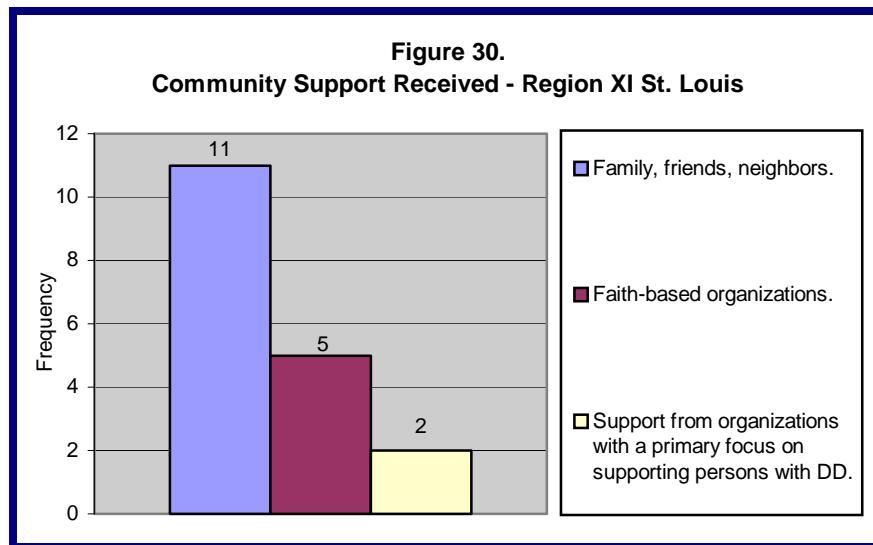
Family, Friends, and Neighbors (11 comments):

For many, families, friends, and neighbors are their *greatest source of support*. Following are comments that participants shared regarding the support they receive from family, friends and neighbors:

- *Family members help with shopping and paying bills.*
- *Neighbors have been very supportive.*
- *Attending an exercise class and the women are very nice and treat daughter well. She looks forward to attending. Found a special education teacher at horse show who agreed to give horseback riding lessons.*
- *My family and close friends are very helpful.*
- *Parents provide lots of support and care for their adult children with disabilities.*
- *Siblings willing to take over responsibility for parents when needed but the parents expressed hesitancy to expect or allow this. Strong words of pride that they have been able to "take care of their own" and that they are not willing to "burden" their other children.*
- *I have good neighbors who'll take the time for my son. Some don't have a lot to say but most do. There are a few kids in the neighborhood who'll interact with him.*
- *Neighbors are very helpful*
- *We have good neighbors who seem to understand our daughter. Friends tend to outgrow her and move on. We have a lot of extended family support.*

Community Attitudes:

General community attitudes about people with disabilities were discussed as a part of the focus groups conducted in Region XI. Several respondents stated that there was little or no acceptance (9 comments). Illustrative comments are provided below. Common themes as relates to community attitudes in Region XI are presented in Figure 31.

**Figure 31.
Community Support Attitude -
Region XI St. Louis**

Legend:
- Little or no acceptance.
- Good acceptance and support - good attitude.
- General acceptance but need for more.
- Education and awareness about developmental disabilities is needed.
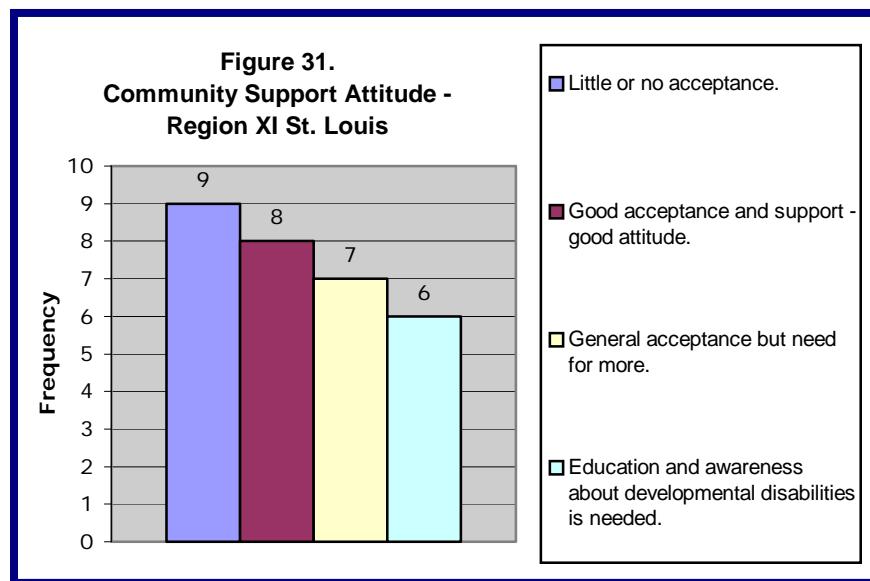
Little or No Acceptance (9 comments):

There were several comments made by focus group participants in the Region XI service area about having little or no acceptance from their communities. One person blamed it on the *sentiment that attitudes will never change because people always have a narrow ideal of what a person should look like or be like and it isn't tolerant of too much variation.* Another participant commented that *there is a difference if there is physical or obvious disability. When a person does not have physical disability they expect "normal" behavior and act rudely when they act different. There is a lack of tolerance.* One parent shared a story stating they are *treated differently* and her *daughter's wheelchair was destroyed at St. Louis Airport - horrible experience. No sensitivity. Didn't realize how vital it was to her child to have that chair.* One person felt as though *the general community is not doing enough to help people with disabilities.* On that note, other comments shared were: *People are often uncomfortable around people with disabilities, people mostly just ignore and don't go out of their way*, and *people don't have time or energy to go beyond their own families.*

Good Acceptance and Support (8 comments):

There were many comments made by focus group participants in the Region XI service area about the acceptance and support they receive from their communities. People saw that their community is *willing to help* and that *awareness is good.* Also, *there is a good attitude* and *the local newspapers publish good articles in favor of disability issues.* One person said *this is a pretty religious community and because of that people are more accepting.* One parent shared that *people who know the children from school and other activities see them out in the community and always speak to them. It seems they know more people than the parents do.*

SAFETY AND QUALITY ASSURANCE ISSUES

Survey respondents were asked if they were aware of any incidents that affect the health, safety and quality of life of people with disabilities in their community. Incident items included: 1) physical abuse/neglect; 2) sexual abuse; 3) financial abuse; 4) violation of human or legal rights. Respondents were asked to check the incident item if they were aware of any person with a disability in their community who had experienced that type of incident. Table 21 lists the findings.

Of the 56 people surveyed, 12.5% were aware of some physical abuse/neglect in their community; 8.9% were aware of sexual abuse; 19.6% were aware of some type of financial abuse; and 21.4% were aware of a human or legal rights violation.

Table 21. Awareness of Safety Concerns

Item	
Physical Abuse/Neglect	7 (12.5%)
Sexual Abuse	5 (8.9%)
Financial Abuse	11 (19.6%)
Violations of human or legal rights	12 (21.4%)
(Checked numbers per 56 total respondents)	

As a follow up question, respondents who had checked one of the incident items were also asked to share their perception about how that particular type of incident had been handled. As can be seen in Table 22, more people responded to the follow up question than had responded to the original question. For some reason, a number of survey respondents did not understand it to be a follow up question and answered it anyway.

Even though this discrepancy exits, and readers are advised to take it into account, Table 22 is included because it still provides an indication of survey respondent's perceptions on how well the above types of incident items are handled. Additionally, because the handling of these types of incidents requires a degree of discretion, it is also important to recognize that respondents perceptions of how these incidents are handled may not necessarily reflect what actually occurred to address them.

Table 22: How Safety Concerns Were Handled

Item	Not at all	Not well	Well	Very well	Mean
Physical Abuse Neglect (13)*	4 (30.8%)	7 (53.8%)	2 (15.4%)	0 (-)	1.85
Sexual Abuse (9)*	4 (44.4%)	4 (44.4%)	1 (11.1%)	0 (-)	1.67
Financial Abuse (11)*	2 (18.2%)	7 (63.6%)	2 (18.2%)	0 (-)	2.00
Violations of human rights (11)*	5 (45.5%)	3 (27.3%)	2 (18.2%)	1 (9.1%)	1.91
*Scale: 1=Not At All...4=Very Well *Total number responding*					

Survey respondents were asked to rate how safe people with disabilities were in their community. Figure 32 reflects their responses. The rating was on a four-point scale (1=Not Safe At All…4= Very Safe). Over 90% of the respondents saw people with disabilities as being *mostly safe* (31.7%) or *somewhat safe* (58.5%) in their community.

Figure 32. Safety Perceptions

| Rating	Percentage (count)
Very Safe	7.3% (3)
Mostly Safe	31.7% (13)
Somewhat Safe	58.5% (24)
Not Safe At All	2.4% (1)
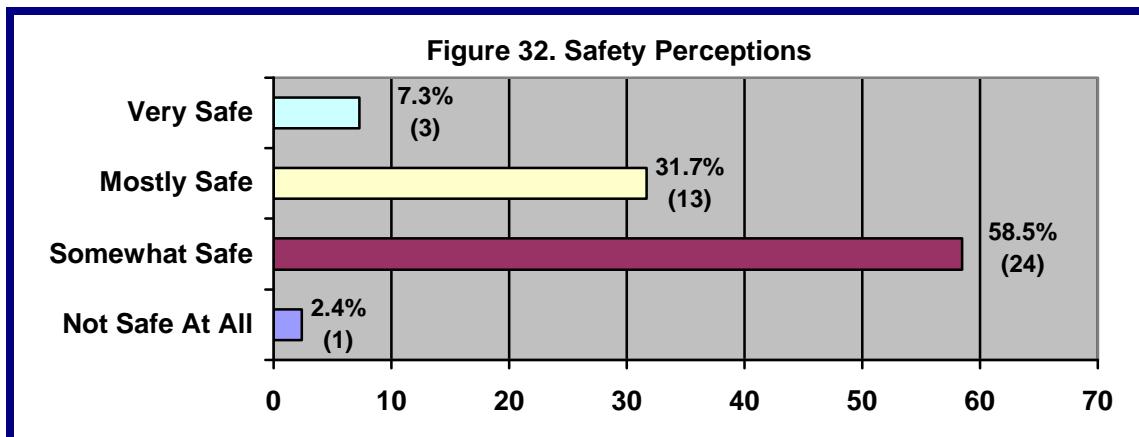
Quality Assurance Focus Group Discussion in Region XI:

Quality Assurance and related issues were discussed in the focus groups conducted in the Region XI service area. Focus group participants discussed 1) how people with developmental disabilities are included in the community, 2) how people with developmental disabilities are excluded from the community, and 3) how families and people with disabilities are included in planning their futures. Discussion on quality assurance issues from the focus groups in Region XI are in detail in the section below.

How People with Developmental Disabilities are Included in Community:

People with disabilities are included in their communities in a variety of different ways. One commonly discussed theme from focus groups conducted in the Region XI service area was simply that *people with developmental disabilities are included in their communities (9 comments).* Illustrative comments related to inclusion in the community are provided in detail below. The common themes regarding inclusion in the community from Region XI are presented in detail in Figure 33.

**Figure 33.
Quality Assurance Included -
Region XI St. Louis**
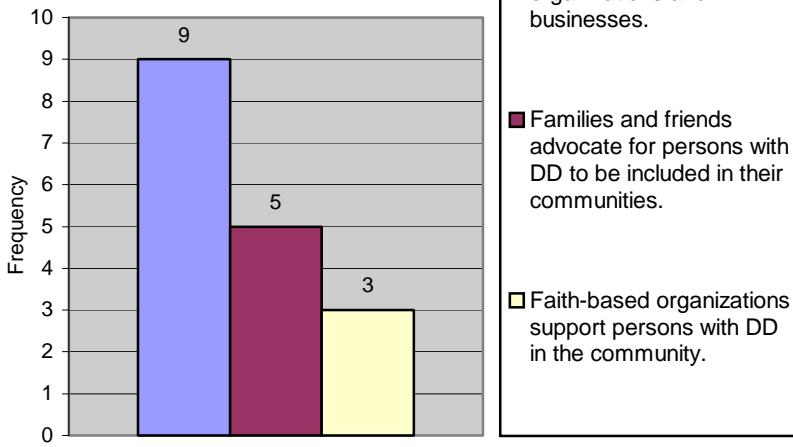
Through support and involvement of community organizations and businesses (9 comments):

Focus group participants saw support and involvement of many community organizations and businesses. One participant stated *I feel included.* Following are places and ways that made people feel included by their community:

- *Residential apartment – always feel welcome*
- *Local coffee house*
- *Places like the park and zoo are easy for people with disabilities to use.*
- *Some regular day care centers have been willing to accept.*
- *My son has always been involved in Boy Scouts – he is an Eagle Scout now. He was able to do this because his father helped him as did other adults and kids in the troop.*
- *Jefferson College offers a lot but needs to expand to include something other than cafeteria work – there are many other areas they could develop where people with handicaps could be part of college life.*

One person had this to add: *I think inclusion has had a positive impact on younger people who are becoming more aware and educated.*

Family and Friends Advocate for Persons with Developmental Disabilities (5 comments):

The support and involvement of family and friends makes it possible for individuals to feel like they are included and accepted. As one person shared *Family remains the greatest place of acceptance.* Another added that *it helps for anyone if they have an advocate like a parent, case manager, or someone interested in you and willing to speak up.* One particular parent shared that they *don't always tell people or programs that daughter has special needs and then she is able to participate with other typically developing children.* And one other person added that *there are many opportunities for involvement in Legislative issues.*

How People With Disabilities Are Excluded From the Community:

Focus groups conducted in the Region XI service area also asked participants to discuss ways people with developmental disabilities are excluded from their communities. One common theme discussed by focus group participants was *attitudes and lack of understanding of persons with disabilities (9 comments).* Illustrative comments related to the top themes in exclusion from community life are included below. The top themes of exclusion are presented in Figure 34.

Figure 34.
Quality Assurance Excluded -
Region XI St. Louis

Legend:
- Attitudes and lack of understanding of persons with DD.
- Individuals excluded from community activities due to distance, transportation and other accessibility issues.
- Need for more community education on DD awareness.

Bar chart (Frequency): Attitudes and lack of understanding = 9; Individuals excluded = 6; Need for more community education = 2.
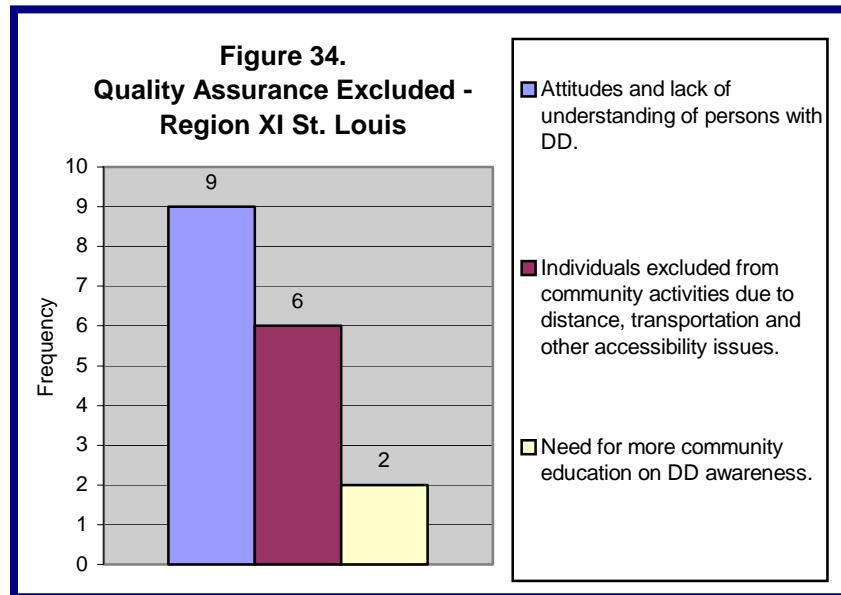
Attitudes and Lack of Understanding (9 comments):

Attitudes and lack of understanding for people with disabilities plays a part in exclusion from community life. Sometimes *people aren't aware or sensitive to people with DD* and *people seem to stay away from you when there are cognitive issues like mental retardation or mental illness.* One person *feels excluded at the apartment pool sometimes* and another added that *people can be rude to people in the electric carts.* One parent commented that *certain extended family members don't accept the child with disabilities and don't want to engage with issues related to child – kids pick up on this.* Two other parents shared their experience with exclusion stating *my child is excluded a lot - if he's included it's because of family and providers in the area not the general public* and that *my son was excluded a lot because of his diagnosis – he did okay in Scouts with a lot of support.*

Individuals Excluded Because of Distance and Transportation (6 comments):

Focus group participants stated that they are excluded from community activities due to distance, transportation and other accessibility issues. For example, *some churches are still not accessible for people with physical disability – do not always have ramps and elevators.* Other problem areas for people were: *Not enough accessible parking at some places - especially on weekends; especially need van only spaces – not just van access and better enforcement needed; department stores and mall shops are often difficult for someone in a wheelchair or with other mobility problems because of how close racks are;* and, *restaurants place tables too close.*

Inclusion in the Planning Process:

Focus groups conducted in the Region XI service area asked participants to discuss the ways that people with disabilities and their families are included in the planning processes that affect their lives. One common theme discussed by focus group participants was *family/friends support persons to participate in the planning process (5 comments)*. Illustrative comments related to the top themes in quality assurance planning are included below and shown in Figure 35.

Figure 35.
Quality Assurance Planning -
Region XI St. Louis

Legend:
- Family/friends support persons to participate in the planning process.
- Persons with DD are involved in their planning processes.
- Person/family receives supports of agency staff, teachers, school counselors, in their planning process.
- Persons with DD and families involved in inclusive community planning efforts.
- Persons indicate they are not part of their planning process, or are not familiar with it.

Y-axis: Frequency (0 to 6)

Bar values: 5, 4, 4, 2, 2
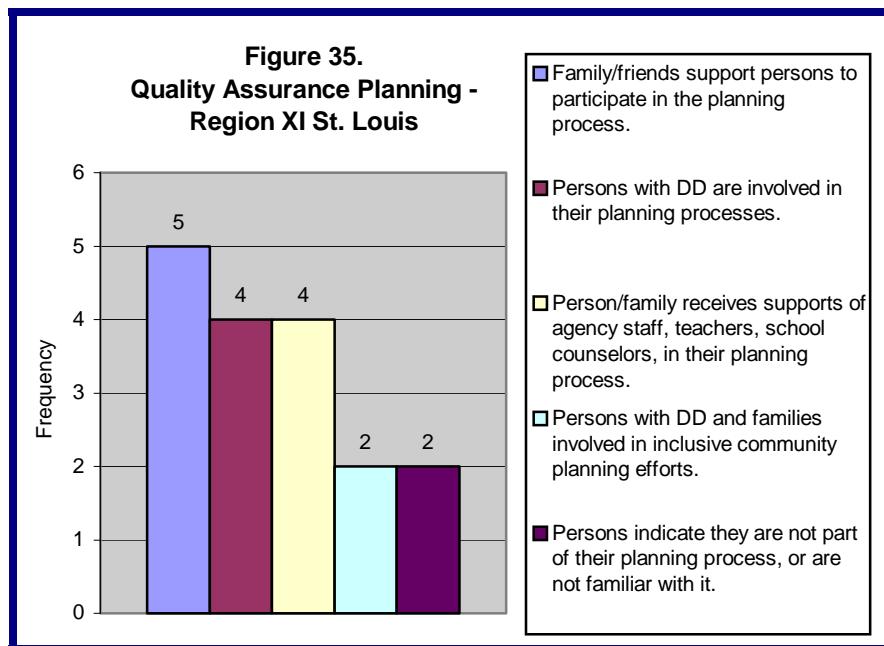
Family/Friends Support Persons to Participate in the Planning Process (5 comments):

Focus group participants stated that because of family/friends support, they are able to participate in the planning process. As one person shared, *Some families decide to be actively involved in anything that involves their child. Some parents serve on local boards. It is difficult to get people to realize they can participate in this way.* Also, *schools have EIP or 504 process and families participate.* Some *parents feel like their own case managers.*

## *Persons with DD are Involved in their Planning Processes (4 comments):*

Focus group participants stated that they are involved in their planning process. One self advocate reports feeling *in charge of her person centered planning.* Another is *included in IEP process in school.* Another comment to note was *Some opportunities like this focus group tonight – How far this goes, who knows?*

Person/Family Receives Supports of Agency Staff, Teachers, School Counselors, in their Planning Process (4 comments):

Focus group participants felt that agency staff, teachers, and school counselors helped them in the planning process. One self advocate feels he *can tell his case manager what he wants – feels "heard"*. Other people considered to be helpful were: *Service coordinators do person centered planning and families and consumers participate* and *schools try to identify people with disability and they share information with resources*. One person noted that *Person Centered Plans are much better than in the past.*

SATISFACTION WITH SERVICES

Survey respondents were asked how they would rate MRDD service coordination/case management services. Figure 36 shows how respondents rated this service. The rating was on a four-point scale (1=Inadequate…4= Excellent). Service coordination was seen as *good* (38.1%) or *excellent* (28.6%) by over 65% of the respondents.
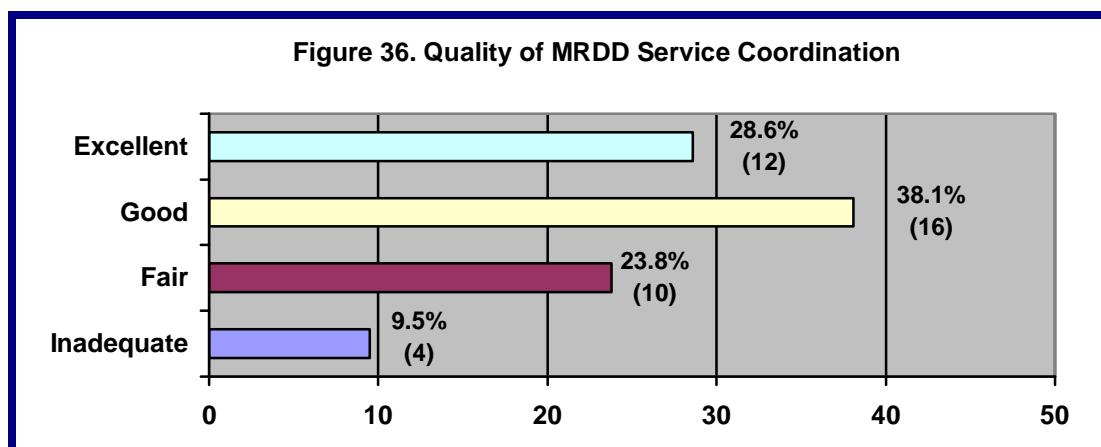
Figure 36. Quality of MRDD Service Coordination

Respondents were also asked to rate the quality of services/supports that they, or others had received from providers in their community. Figure 37 shows how respondents rated the quality of provider services/supports. The rating was on a four-point scale (1=Inadequate…4= Excellent). The quality of provider services/supports was rated as *good* (44.7%) or *excellent* (29.8%), by nearly 75% of the respondents.

Figure 37. Quality of Provider Services/Supports

| Category	Value
Excellent	29.8% (14)
Good	44.7% (21)
Fair	21.3% (10)
Inadequate	4.3% (2)
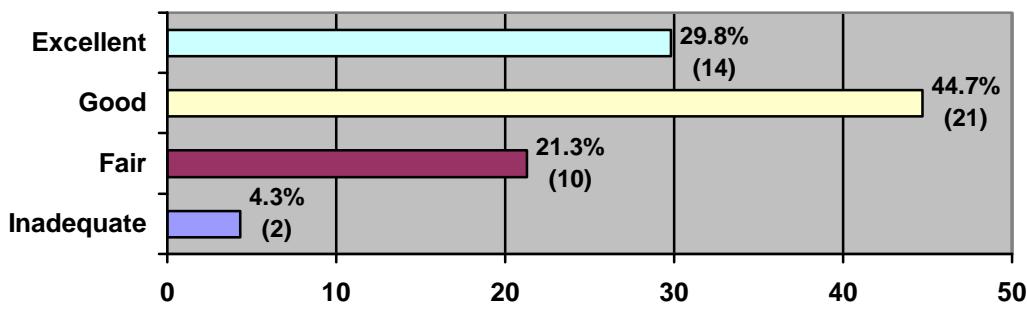
Last Chance Focus Group Discussion From Region XI:

Focus group participants were asked *If you could change one thing in your community that would make it better for people with disabilities, what would it be?* The responses to this question are provided in detail in the section below.

Last Chance:

Several focus group participants made comments about the need for more accessible, affordable transportation options that meet individual needs (8 comments). Illustrative comments are provided below along with common themes presented in Figure 38.

Figure 38. Last Chance - Region XI St. Louis
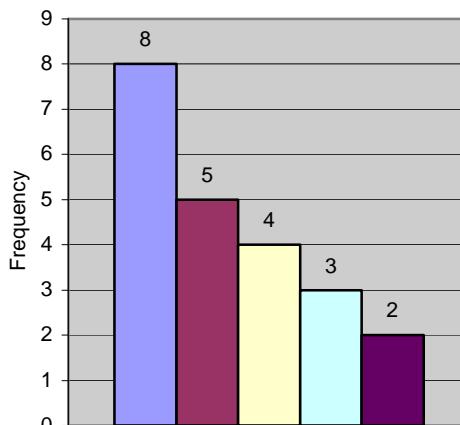
Frequency:
- Need more accessible, affordable transportation options that meet individual needs: 8
- More community social/ recreational options for persons with DD: 5
- More Information resources for parents/families: 4
- Increase community understanding of DD to help address attitudes and perceptions: 3
- More individual community housing availability: 2

More Accessible, Affordable Transportation Options (8 comments):

Focus group participants would like to see *better transportation, more transportation, public transportation*, and *more safe dependable transportation*. One person shared *my biggest concern is transportation and awareness among others that people are different.*

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